DOCUMENT RESUME

ED 358 298 CE 063 827

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TITLE The Design & Management of Community Projects--A Team Approach.
INSTITUTION Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE Nov 88
NOTE 191p.; Financed by the Canada Fund and prepared for the Foundation for the Peoples of the South Pacific Inc.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Adult Education; *Community Development; Community Involvement; *Community Programs; Developing Nations; Economic Development; Experiential Learning; Extension Education; Foreign Countries; Instructional Materials; Learning Activities; *Needs Assessment; Participative Decision Making; Program Development; *Program Evaluation; *Program Implementation; Teaching Guides; *Team Training; Teamwork; Workshops
IDENTIFIERS Peace Corps; Solomon Islands

ABSTRACT

This manual contains materials for a 2-week workshop to train extension staff and community leaders working at the village level in the Solomon Islands. The aim of the course is to improve participants' skills so they are better able to help communities and community groups design and manage community projects. An introduction addresses the team approach in which participants are divided into small teams composed of a mix of government extension officers, nongovernmental field workers, and community leaders who participate in a variety of practical learning experiences; other methods include small action plays, handouts, worksheets, and flip charts. Intended participants, location, and training schedule are also discussed. The manual is divided into six parts. Part 1 introduces the workshop. Parts 2-5, the heart of the training course, set out the steps in developing a community project, namely: assessing needs, planning a project, implementing the plan, and evaluating the project. Part 6 covers participant evaluation of the workshop. Each part is organized by sections: title and time required, aims to be achieved by participants, preparations to be completed by trainers before the start of the section, materials needed, trainer overview summarizing content, and trainer procedures and participant activities. The manual's 29 handouts, 17 flip charts, and 5 work sheets are provided where appropriate throughout the document. Contains 29 references. (YLB)

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The Design & Management of Community Projects

A Team Approach

Peace Corps
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THE DESIGN & MANAGEMENT OF COMMUNITY PROJECTS--

A TEAM APPROACH

Financed by the Canada Fund and prepared by
Robert L. Hubbard and Mari Ennis-Applegate for the
FOUNDATION FOR THE PEOPLES OF THE SOUTH PACIFIC, INC.

HONIARA
November 1988

Reprinted by
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March 1993

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Preface and Acknowledgements

Large amounts of staff time and financial aid are directed into rural development efforts in the Solomon Islands by way of support to "community projects". We wrote this manual because there was no training course on the design and management of community projects for the people who are expected to provide direct support to these projects--extension workers and community leaders.

This manual has taken shape over the last 12 months. A first draft was prepared and field tested at a workshop for Central Province held at the Hakama Rural Development Centre from 30 May to 9 June. After major revisions, a second draft was produced and distributed for review by government and non-government staff involved in community development and small project activities. The second draft was field tested at a workshop for Temotu Province held at Lata from 26 July to 5 August. A final field test was conducted at a workshop for Isabel Province held in Buala from 22 August to 1 September.

A total of 61 people participated in the three pilot workshops: 28 were government extension staff, 11 were selected from various non-government organizations and 22 were community leaders; including area councillors, chiefs and businessmen. We would like to thank all of these people for their hard work and contributions during the pilot workshops.

Thanks are also due to the resource people who guided team activities and helped us monitor and evaluate the pilot workshops. They are:

- Charles Lui, Israel Wore and Robert Guild from Central Province
- Titus Talika, Steve Hoffman, Kathy Hoffman, Veronica Pokum and Fr. Caulton Medobu from Temotu Province
- Steven Mauni, Price Webb, Ben Rubaha and Fred Manu from Isabel Province
- Brown Baraisi and Alex Proehl from the Ministry of Home Affairs and Provincial Government, and Lawrence Hotomo from FSP

The manual's training design is based on taking participants through a variety of work-like activities. The most important of these are two practical exercises carried out in villages near to the training site. Special thanks are due to the 17 communities that participated in the three pilot workshops. The villages are:

- Siarana, Siota, Mboromole, Dende, Koelovalo and Vuranimala in Central Province
- Manaputi, Banya, Nemba, Malo, Venga and the communities of Bottom Bay in Temotu Province
- Nariabu, Popoheo, Tasia RDC, Tithiro and Kubulota in Isabel Province

Thanks are also due to Kenny McArthur from the Solomon Islands Development Trust for the artwork on the cover.

Finally, we would like to thank the Canada Fund, FSP and the Peace Corps without whose financial assistance and staff support this project would not have been possible.

Robert L. Hubbard
Mari Ennis-Applegate

Introduction to the Manual

Overview

This manual contains a two-week workshop to train extension staff and community leaders working at the village level in the Solomon Islands. The overall aim of the course is to improve the skills of participants so they are better able to help communities and community groups design and manage community projects.

In this workshop a "community project" means any activity done by a group of people to solve a common problem. A "community project" is not something just to channel technical and financial assistance to the village level. It is a way that people in the community can:

- organize themselves
- identify and analyze the problems which are preventing them from meeting their basic needs
- plan, implement and evaluate the actions required to solve those problems

In addition to solving a specific problem, community projects can also provide a way for extension staff to help communities develop the ability to do the following:

- involve the whole community in decision-making
- develop and manage community organizations, either traditional or modern
- use local resources
- design and manage other projects in the future with less assistance from the outside

Training Design

The workshop is designed to achieve its aims by dividing participants into small teams and taking these teams through a variety of practical learning experiences. Each team should include a mix of government extension officers, non-government field workers and community leaders. All participants are expected to take an active part in the training activities such as short lectures, group discussions, problem-solving exercises and practicals in villages near the training site. Other methods used in the workshop include small action plays, handouts, work sheets and flip charts. Participants are encouraged to *"stori"* about personal experiences during all of the training sessions.

The workshop's program follows the steps that are followed in the design and management of a community project. These steps in project development can take months in the real world but are reduced to two weeks for the training. In many ways, the workshop is designed to be as close as possible to the "real" job that extension workers must do to help communities design and manage small projects.

The Manual and How to Use It

This manual is divided into six parts. Part 1 introduces the workshop. Parts 2 through 5 are the heart of the training course and set out the steps in developing a community project: assessing needs, planning a project, implementing the plan and evaluating the project. Part 6 covers participant evaluation of the workshop.

Each of the six parts is organized by sections. The same style is used in each section to make it easier to use:

- Title and time required for completing the section.
- Aims to be achieved by the participants by the end of the section.
- Preparations to be completed by the trainers before the start of the section.
- Materials needed to conduct the section.
- Trainer Overview summarizing content of the section.
- Procedures for the trainer to follow in the section and activities participants will do.

This manual also has a pocket on the inside of the back cover which contains the 29 handouts and 5 work sheets that must be copied for each workshop participant.

Who the Course is For

The workshop is designed for non-government field workers, government extension staff and community leaders who have experience working with development projects and/or group activities at the village level. The workshop's ideas and techniques are presented through a variety of work-like activities and practicals. This design is most effective when participants can see how what they are learning is connected to what they already know and have experienced.

Selecting both extension staff and community leaders to participate in the workshop is likely to result in participants with a wide range of formal and non-formal education. For this reason, no minimum educational level can be recommended. However, most participants should be able to understand enough English so that teams can use the handouts and work sheets. When selecting participants, experience working with communities is much more important than years in school.

Who Should be the Trainers

The workshop can be run by two trainers. One should have experience running workshops for adults, and the other should have experience designing and managing small projects at the village level. Because the workshop will achieve its aims only if participants are actively involved in all training sessions, the workshop must be conducted in Pijin. For this reason, both trainers should be fluent in Pijin.

The shortages of experienced trainers and extension staff with planning and management skills at the provincial level will mean that the two trainers mentioned above are not likely to be available at the same time in the same province. If this happens, the workshop can be run by a team of 3 or 4 co-trainers from the province and a lead trainer from FSP. This training team should meet for a day or two before the workshop starts to review the manual, go through the schedule and divide up responsibilities for leading sessions. One of the co-trainers should be assigned as coordinator to handle administration and preparations for the workshop. All of the co-trainers should also prepare themselves to help the participant teams during problem solving exercises and the village practicals.

Choosing a Place to Hold the Workshop

The selection of a place to hold the workshop is very important for the success of the workshop. Three important things to consider are: (1) if villages suitable for the community practicals are nearby, (2) how easy it will be to get to the training site, and (3) what facilities are there.

1. The most important thing to consider is if nearby villages are suitable for the community practicals. For this workshop, "suitability" means:

   - willingness of community leaders to help organize community participation
   - willingness and availability of community members to participate
   - travel time to the villages (not more than 1 hour)
   - similarity to communities in which participants work

   There are two village practicals in the workshop: the first one is a needs assessment and the second is a project evaluation. The number of villages needed for each of these practicals will depend how many teams of participants there will be. A workshop with three teams would need six villages for the two practicals. Four teams would need eight villages.

Size is an important thing to consider when selecting a village for the needs assessment practical. If the teams have 6 or 7 members, then a village of between 100 to 300 people would be needed. A village of this size is large enough for the whole team to participate in the practical, but not so large that the team can not complete its work.

Each village selected for the project evaluation practical must have a community project for the team to evaluate. The projects can be on-going successes, complete failures or part success, part failure. The people involved in the project and the whole community must also be willing to have the project evaluated.

2. The training site should be located close enough to the trainers' headquarters to allow training staff to visit the site at least twice before the workshop starts. We do not recommend that the workshop be held in the provincial capital. When participants are close to their offices it will be hard for them to give complete attention to the workshop. In addition, communities close to a provincial capital are often quite different from ordinary villages in the province.

3. The place where the workshop will be held should also have the following facilities:

    - a classroom with tables, chairs or benches, a large blackboard and space to hang flip charts
    - adequate sleeping accommodations
    - cooking and dining facilities

Preparations for the Workshop

Preparations include securing financial and technical assistance, if needed, selecting and hiring the facilities, purchasing materials and supplies, inviting participants, and arranging travel and transport to the workshop. A set of handouts and work sheets must be copied for each participant and flip charts prepared.

Preparations also include preparing the selected villages for their part in the workshop. The whole community in each village must understand that the reason participants will visit the village is so that they can get a work-like training experience. It must be made very clear to everyone that participants cannot provide technical assistance while in the village or provide follow-up support such as funding after the workshop has finished.

Arranging for village practicals may take a lot of time and effort. We recommend that the training staff should begin making arrangements at least two months before the workshop is scheduled to start. The workshop coordinator must first consult with provincial officials about possible villages for the practicals and then contact community leaders to get their permission for arrangements to be made with the whole community. Community meetings must be held to explain the purpose of the workshop, what the participants will do, and how the people in the community will be involved. Arrangements should not be made with only the community leaders, it is very important that the whole community participate in the practical exercises in order for them to work well.

Training Schedule

The workshop has been designed as an intensive two-week course. We think that this is the shortest amount of time in which the workshop's aims can be achieved. Although participants might benefit from a longer workshop, three weeks is probably too long for extension workers to be away from their posts. The workshop has been planned as one two-week session rather than a series of shorter sessions because of the difficulties and high costs of transporting people in most areas of the Solomon Islands.

The workshop's daily schedule is as follows:

WORKSHOP SCHEDULE:

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Introduction and Course Overview ----- Development--What is it?	Needs Assessment--What is it? ----- Team Method of Doing a Needs Assessment	Tools & Techniques to Use in Doing a Needs Assessment	Village Practical for Needs Assessment	Review Village Practical
Afternoon	Community Projects--What makes them succeed?	Tools & Techniques to Use in Doing a Needs Assessment	Tools & Techniques to Use in Doing a Needs Assessment ----- Planning the Village Practical		Problem Solving ----- Planning ----- Project Goals & Objectives

	Day 6	Day 7	Day 8	Day 9	Day 10
Morning	Review Week 1 ----- Action Plan ----- Budget	Management--Keeping the Project Moving Ahead	Evaluation--What is it? ----- Why Evaluate?	Village Practical for Project Evaluation ----- Review Village Practical	Government Policies and Procedures ----- Workshop Evaluation
Afternoon	Budget ----- Testing the Plan ----- Where will the money come from?	Monitor, Solve Problems and Report Findings	Tools & Techniques--How to do an evaluation ----- Planning the Evaluation		

If a single two-week course is not possible, the program can be divided into two one-week workshops. This approach would require trainers to plan more time for review at the start of the second workshop to show how the "two workshops" fit together.

Finally, it should be noted that on the workshop's final day a time slot is set aside for a session entitled, Government Policies and Procedures. We recommend that an appropriate official be invited to present the government's policies and procedures for preparing, submitting and reviewing small project proposals.

Part 1. Introduction to the Workshop

TIME: 7 hours (This is the total time for Part 1. Time for each section is given separately.)

AIMS: By the end of Part 1 participants will be able to:

1. Understand what the workshop will cover and how it will be conducted.
2. Lead a discussion about development, balanced development and community development.
3. Explain how a community development plan can help communities decide what projects to go ahead with.
4. List the main steps in the life of a project and the things that make community development projects successful.

PREPARATION:

1. Make sure that classroom is available and has the right equipment, chairs, tables, blackboards, etc.
2. Arrange chairs around the table (if possible).
3. List participants who will be on each of the teams for small group activities and the needs assessment practical.

MATERIALS:

1. Exercise books, name tags, pencils and file folders for each participant.
2. See each section.

PROCEDURE:

Follow steps in each section.

A. Course Overview

TIME: 2 hours

AIMS: By the end of this section participants will:

1. Understand what the course will cover, what skills they can expect to learn.and know how the course will be conducted.
2. Understand arrangements for lodging, food, etc.
3. Agree about schedules, times to return from breaks, etc.
4. Become acquainted with other participants in the course.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 1, "Workshop Aims and Objectives".

TRAINER OVERVIEW

We want to get a good start, be friendly and encourage participation. We need to give participants a clear idea of what they can expect to learn and how we plan to run the course. We want the course to run smoothly so we also need to get participants to agree to a few simple "rules" about behavior during the course. Finally we want to help participants get acquainted.

PROCEDURE:

Step 1. Welcome everyone.

Step 2. Review AIMS of this section of the workshop with participants.

Step 3. Talk about who the workshop is for:

community extension workers: people in government, private organizations or religious institutions that work directly with small community groups such as villages, women's clubs, youth groups, etc. Workshop participants have been selected because they can help communities with different problems and contribute to balanced development. Senior provincial government workers are not included here since training for them is already being provided.

Step 4. Review schedule and comment briefly on each days activities.

Step 5. Review flip chart 1 to let participants know what they can expect to achieve by the end of the workshop.

Flip Chart 1

WORKSHOP AIMS AND OBJECTIVES

AIM

The aim of this workshop is to improve your skills so that you can help the whole community participate in solving its problems and help community groups plan and manage small community projects.

OBJECTIVES

By the end of this workshop, you can expect to understand how extension workers and community leaders can work together as a team to do the following things:

1. Find out what are the community's problems/needs and the causes, gather information, and sort out needs and problems from causes.
2. Set priorities.
3. Plan actions to solve the priority problems.
4. Carry out these plans of action.
5. Evaluate the success of community projects.
6. Help the whole community participate in all of the above activities.

Step 6. Let participants know how the workshop will be conducted: trainers will guide the participants through the scheduled topics. There will be lots of discussion, with the participants sharing their own ideas and experiences because in this way participants can help each other understand the concepts we will cover. There will be many practical exercises, small action plays and two village practicals.

The trainers will also ask questions to make everyone think about different sides of a question or look deeper into a topic. The trainers won't ask questions to make people look bad or shame people but to help everyone grow.

Explain that participants should not worry about taking notes. They will receive handouts that cover all important points and will practice important skills during small group activities and practicals.

Step 7. Introduce the training staff and explain what each staff person will be doing during the workshop.

Step 8. Explain funding for the workshop and reimbursements to participants for expenses, meals, housing arrangements and allowances.

Step 9. Discuss the schedule: starting times and times for meals, breaks, etc. Ask participant if this schedule is reasonable and if everyone can agree to follow the schedule. Explain that it is important for everyone to come back to sessions on time. If course participants are to be housed in one location and can come together in the evening, ask them what they want to do in the evenings: free time, classes and discussions, movies (if available), etc.

Step 10. Getting acquainted. Explain that we will be together for 2 weeks and want to work together as a group. Therefore we need to get to know each other. Have the group break into pairs and find out about each other, then come back together and introduce their partners. Write the following topics on the board and explain that they are topics for partners to ask each other about:

- partner's full name and home village
- current position, how long in it and types of projects the partner has worked with/on
- what partner wants to learn about projects
- other interesting information that the partner would like to share, such as a funny story or experience

B. Development--What is it?

TIME: 3 hours

AIMS: By the end of this section participants will be able to:

1. Explain what "development", "community development" and "balanced development" mean.
2. List the steps in community development.
3. Explain how community development plans can help communities decide what projects to go ahead with.
4. Lead a community discussion about development.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 2, "A Healthy Community Is Like A House Built On Four Strong Posts".
3. Flip chart 3, "Steps in Community Development".

TRAINER OVERVIEW

Everyone talks about "development", "community development" and "balanced development" but what do they mean? In this section, we want participants to form a clearer idea about what these words mean and why it is important to talk about what we want our communities to be like in 5, 10 or 20 years.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that in English, words beginning with "co" usually mean come together. For example:

company--come together for business.
cooperate--come together for work.
communicate--exchange ideas with other people.
holy communion--God and man coming together.

All of these words involve action with more than one person. Ask participants: What is the meaning of "community". Write ideas on the board and compare with the following statement:

community = a group of people who have come together to work and live. For example, people in a village or a religious community.

Step 3. Ask: What was in Solomon Island communities before outsiders came?

Write participants' ideas on the board, then compare with the list below:

learning
olos
customs
men
singing
young people
work
play
women
children
gardens
medicine
shell money
ceremony
dances
tambu places
chiefs
war
rave rave
canoes
black magic

and many more things.

Step 4. Ask: Was there development before the outsiders came? What are some examples? Write participants' ideas on the board and compare:

fish hooks
custom string
planting methods
canoes
weaving
drills (for making custom money)
paddles
umu/motu

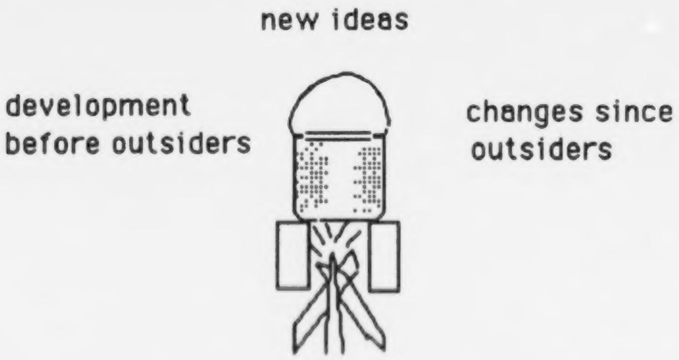
and many more skills and ways of doing things to make life easier.

Step 5. Ask: What do we usually think of when we hear the word "development"? Write participant ideas on board and compare:

hospitals
outboard motors
projects
change
new foods
roads
motor cars
government
cash money
fibre glass canoes
new goods
schools
towns
businesses

different ways to live and many other things.

Step 6. Draw a cooking pot and fire in the middle of the board, with **development before outsiders**, **changes after outsiders** and **new ideas** around the cooking pot.



Ask: What is already in the *supsup* ?
Who decides what more to add to the *supsup* ?
Who eats the *supsup* ?
If the villagers feel that the *supsup* is theirs and that they can choose what goes in the *supsup*, will they cook it carefully?

Step 7. Have the participants divide into 3 groups or teams, with at least one staff person in each team. Every team should include people from health, education, agriculture, SIDT, church leaders, etc. Explain that these teams will be working together for the needs assessment, problem-solving and project planning exercises.

Each team should choose one person (not the staff person) to be the leader for the session and another person to act as secretary. (For other exercises, the team should choose different leaders and secretaries.)

Have the teams go out for about 30-45 minutes to talk about the meaning of development. Each team is to decide what development means and write it down. Write the following questions on the board. Suggest that each team talk about them to start their discussions.

1. If there was development before outsiders came and if some of the things that have come with outsiders are also development, what is "development"?
2. What is the aim of development?

3. How do you know when you have development? What are the signs of development? For example, is it material goods? projects? knowledge? attitudes?

Step 8. Have the secretaries write each teams' meaning of development on the board. Discuss and try to get the whole group to agree on one statement. Points to cover about development:

Change--change will happen whether we participate in it or not. Change can mean bringing back good things from the past or trying new things.

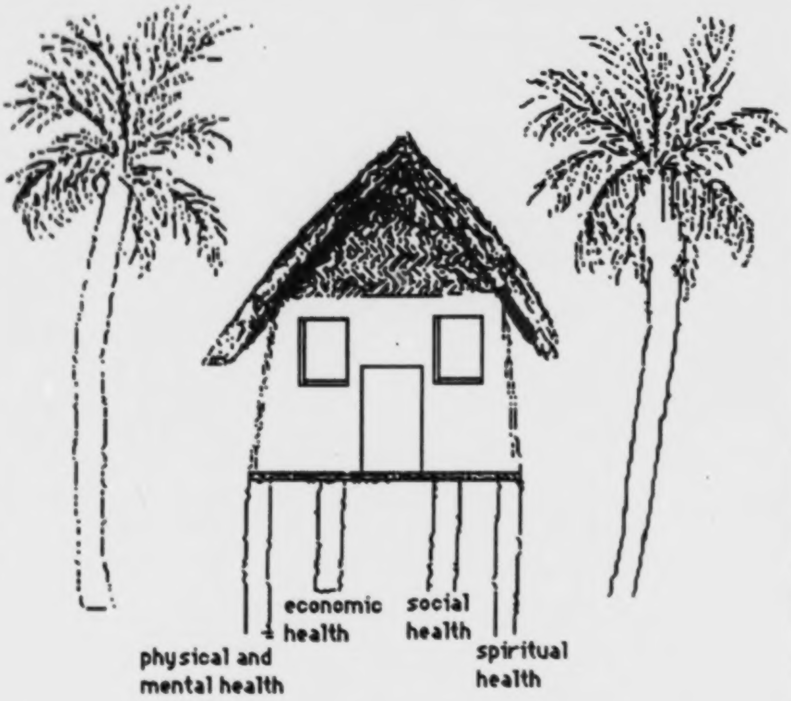
People--we people make the "community development *supsup*" and then we must also eat the *supsup*. In other words, we must live with the results of development!

Knowledge or awareness--these are the tools to help us so that we can make the *supsup* taste sweet!

Step 9. Show flip chart 2. Ask for comments. Examples of the 4 strong posts are:

- physical and mental health--body and mind
- spiritual health--soul
- social health--community
- economic health--land, resources and income

Flip Chart 2


economic health
social health
physical and mental health
spiritual health

A HEALTHY COMMUNITY IS LIKE A HOUSE BUILT ON FOUR STRONG POSTS

Ask participants: What happens if one post of a house is no good? ---> the whole house falls down. What happens if we build one post very strong but only spend a little time on the other 3? ---> the house will be weak.

Explain that this is the same with development in ourselves, our villages and country. We must build all 4 posts to stand up strong and stay for a long time. Then we have **balanced development**.

What are examples of each kind of development?

- physical development of the community--houses, food, sanitation, health services
- mental development--schools, adult education, skills training, discussions, information (radio, newspapers)
- spiritual development--church, music, understanding of why we exist
- social development--relationships with other people, clubs and organizations, sports, institutions, government
- economic development--the use of the resources available or increasing the amount of selected resources to meet needs

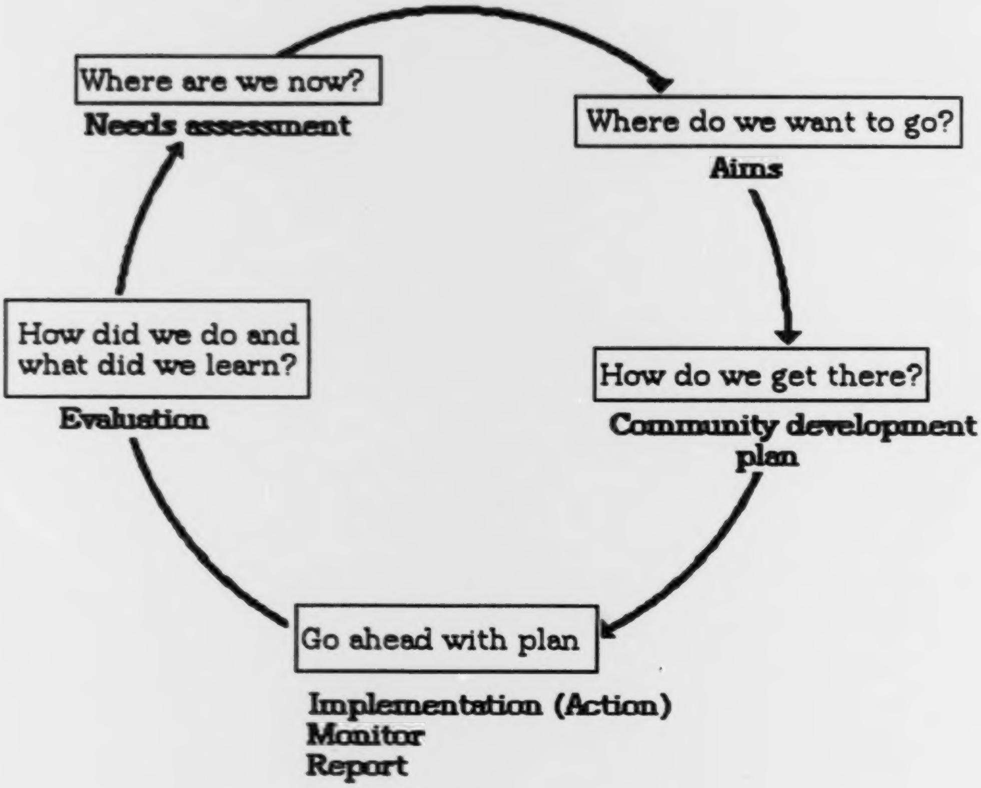
Explain that:

- if one of these is weak in us, our whole body feels weak
- if one of these is weak in our village, our whole village feels weak
- if one of these is weak in our country, our whole country feels weak
- what we are talking about here is **unbalanced development**

Step 10. Have group look at flip chart 3. Briefly discuss each of the steps. Ask participants if any of their communities have a development plan. Discuss what happens if there is no plan. What are the problems with developing plans?

Flip Chart 3

STEPS IN COMMUNITY DEVELOPMENT


Where are we now?
Needs assessment
Where do we want to go?
Aims
How do we get there?
Community development plan
Go ahead with plan
Implementation (Action)
Monitor
Report
How did we do and what did we learn?
Evaluation

Points to cover:

1. If we want to have our community develop in a balanced way, we need to have a plan for the future--2, 5, 10 years from now.

2. Our plan needs to have clear aims for progress on all of our main posts. Our activities, projects and actions should be part of our big plan for the development of our community, not something we do that has no connection to the big plan.

Step 11. Have particpants list the important points they will cover when they lead discussions about development in their communities. Compare with the list below.

- Who is the community?
- What does development mean?
- What are the signs of development?
- Why is balanced development important?
- How does a community development plan help achieve balanced development?
- What part do community projects/activities play and how do they fit into a community development plan?

C. Community Projects--What makes them succeed?

TIME: 2 hours

AIMS: By the end of this section participants will be able to:

1. Explain what a "project" is and list the 5 steps in the life of a project.
2. Explain what a "community project" is.
3. Identify what makes community projects successful.
4. Explain how extension workers can help communities plan and carry out successful projects.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 4, "Extension Workers and Successful Community Projects".
3. Handout 1, "Steps in the Life of a Project".
4. Handout 2, "Qualities or Signs of Successful Projects".

TRAINER OVERVIEW

Here we want participants to get a clear idea of what a project is and what a community project is before we look at the steps in project development. Next we look at what things make community projects successful and find out that projects are more successful if the community participates in every step. Finally we look at how extension workers can help communities plan and carry out successful projects.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Write the word "project" on the board and ask participants to give examples of projects they have been involved with. Write ideas on the board.

Step 3. Read the following statements and ask participants if they think the statements are about projects.

1. A man needs a new axe handle. He goes to the bush, finds the right tree, cuts it down, takes it home and makes a new handle.

2. A young man wants to see his friend in another village. He wraps up a little food for lunch, gets his bush knife and starts walking. He reaches the friend's village but his friend has gone fishing. The young man returns home.

3. A community needs a meeting house. The people discuss the problem and decide to build a meeting house. They gather bush materials and build the house.

4. A mother and father have a new born baby girl and a 3 year old son. They think about their children's future. They want to be sure that they will have enough money for school fees, supplies, medicine, etc. They start a cocoa project. They also buy a sewing machine and the woman sews dresses for neighbors to earn extra money that they put in a passbook.

5. A youth group asks *olos* to teach them custom dances. The *olos* agree and they meet on Saturday evenings.

6. The Women's Interest Officer organizes and carries out a workshop for women's club presidents.

Step 4. Ask participants to discuss what "project" means. Write ideas on the board. Compare with the ideas below:

- a plan to solve a problem/meet a need
- a plan to do something so that we can achieve our aims
- the activities we do to achieve our aims

Points to cover:

1. When most of us hear the word "project", we think of big money and big development planned by somebody outside with lots of technical skills. We don't believe that our small efforts to improve our lives are really "projects". We also think we need lots of money and help from outside. Explain that:

   - a project can be any size
   - we may not need any materials or cash money for a project, remember the youth group project with the *olos*

2. We can say that a project is the steps we go through to solve a problem. We don't have to write anything down or have anybody help us to have a "project".

Step 5. Write the words "community project" on the board and ask participants what they think the differences are between a "project" and a "community project". Explain that in this workshop a community project is:

- a plan to solve a problem that is preventing a group of people or the whole community from meeting a basic need
- the activities a group of people carry out to achieve a common aim
- not a project that limits community participation to only providing free labor or holding one meeting to accept a plan.

Step 6. Review handout 1 with participants and discuss. Points to cover:

1. The cycle has been going on since people first tried to make their lives better.

2. We may not use these big words like "needs assessment", "priorities", "objectives", "design","evaluation", etc., but we do follow these steps.

3. If we compare the steps in community development and the steps in the life of a project, we see that they are really the same. The "big" picture is community development and the "small" picture is projects.

4. Every step in the life of a project affects the success of a project. The first steps are like building a strong foundation for a house: if we don't start with a strong foundation, the house will not turn out right--no matter how well we do the later steps.

5. This handout includes all of the main steps that a community should follow in developing a project. It will be our guide through the whole workshop.

Step 7. Explain that in this course we want to find out how to plan and manage projects so that they are "successful". Ask participants: What are some of the projects you have worked with or are working on right now? Explain that you are interested in projects that participants have worked on in their own communities rather than as part of their work. Also ask: Are they running well? What has made them successful or caused them to fail? Write ideas on the board for 3 or 4 projects.

Step 8. Give participants handout 2 and explain that this list is based on experiences with community projects from countries all around the world, including the Solomon Islands, Papua New Guinea, Colombia, Guatemala, India, Sri Lanka and Botswana. Ask participants to take turns reading and explaining the points on the handout. Discuss each point and compare with the list on the board. Ask if any participants have worked with a project in their own communities that was successful because it had one or more of these qualities or failed because it lacked one or more of them.

Step 9. Refer again to the 3 or 4 projects listed on the board and ask if any government or non-government extension workers were involved in planning or managing the projects. Then ask: How did they help? What did they do?

Step 10. Review and discuss flip chart 4.

Flip Chart 4

EXTENSION WORKERS AND SUCCESSFUL COMMUNITY PROJECTS

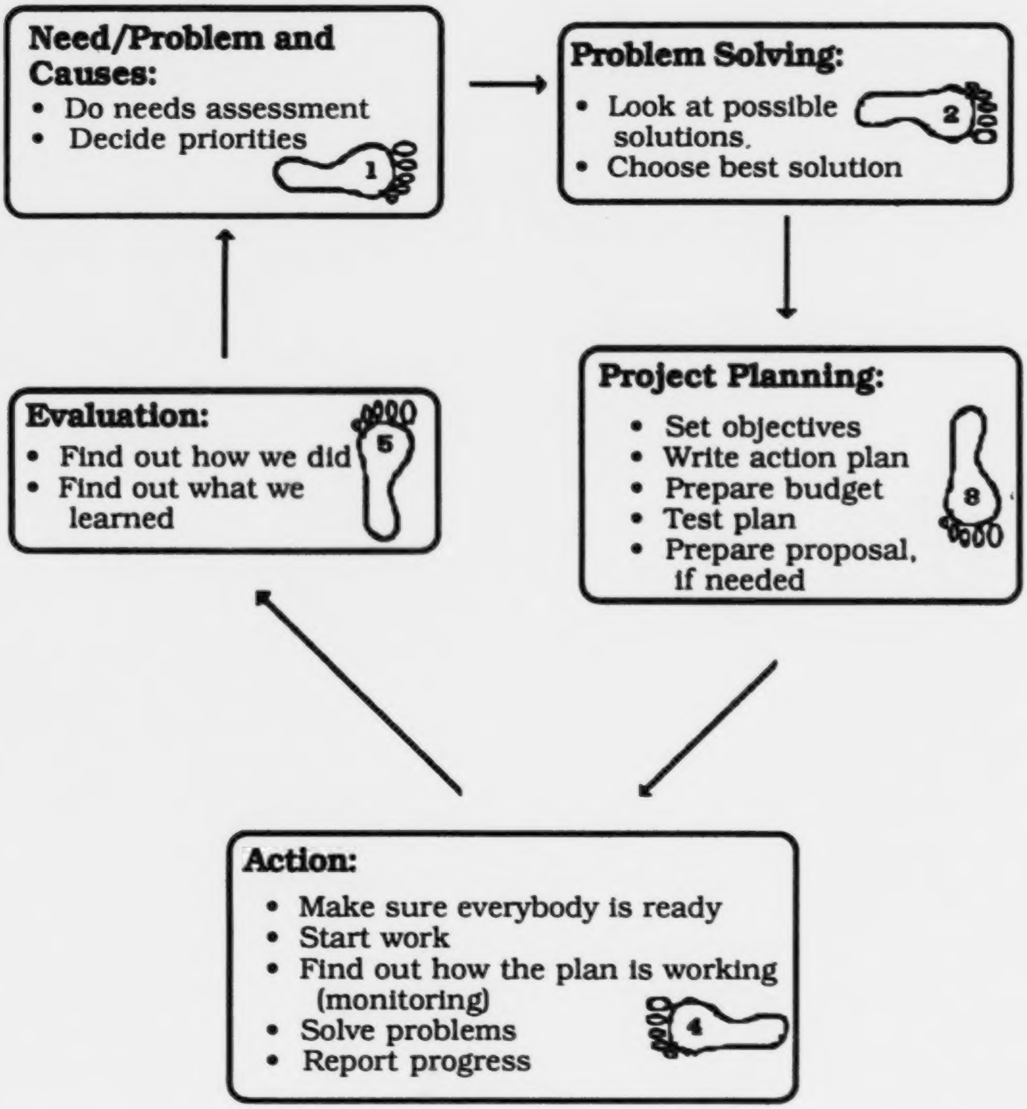
1. Find out about the community before you begin working in it.
2. Start your work with community leaders and organizations already in the community. Help leaders bring the whole community into every step of project development.
3. Listen to people in the community and respect their ideas.
4. Work with a team. Bring other extension workers and community leaders together in every step of project planning and implementation.
5. Share your skills. Train people in the community to plan and manage their own projects.
6. Take your time and be patient. New things like community participation in decision-making can take time to succeed.

Step 11. Close the section by reviewing the three points about successful community projects that are on both handout 2 and flip chart 4 :

- the whole community must participate in every step of project development
- extension workers and community leaders must work together as a team
- local resources must be used as much as possible

HANDOUT 1

STEPS IN THE LIFE OF A PROJECT



Need/Problem and Causes:
- Do needs assessment
- Decide priorities

Problem Solving:
- Look at possible solutions.
- Choose best solution

Project Planning:
- Set objectives
- Write action plan
- Prepare budget
- Test plan
- Prepare proposal, if needed

Action:
- Make sure everybody is ready
- Start work
- Find out how the plan is working (monitoring)
- Solve problems
- Report progress

Evaluation:
- Find out how we did
- Find out what we learned

HANDOUT 2

QUALITIES OR SIGNS OF SUCCESSFUL COMMUNITY PROJECTS

1. Local people participate in every step during the life of a project. The whole community is actively involved in all important decisions so that it "owns" the project.

2. The aims and objectives (targets) of the project are simple and clear. They say what the community plans to do, who will benefit from the project, how the benefits will be shared and when the project will be completed.

3. Benefits of the project are shared in a fair way, a way that everybody in the community understands.

4. The project has a strong management team, one that has the support of the whole community. The project does not depend on one person (What happens if the person leaves?) but on a team of people really interested in helping the project to succeed.

5. Good communication makes projects work better. The planning/ management team keeps the community well informed about the project.

6. Leaders can change as the project changes. Many projects need leaders with strong spirit at the beginning. Later on the project may need trained people to manage it. Project plans may also need to change when new things come up after the project starts.

7. Projects which use local resources are more successful. The solution for a problem must come from the community, but some solutions may require technical assistance and support from outside.

Part 2. Needs Assessment--What are our problems? What causes them? What are our priorities?

TIME: 3 days (This is the total time for Part 2. Time for each section is given separately.)

AIMS: By the end of Part 2 participants will be able to:

1. Explain the meaning of "needs assessment".
2. Identify what can go wrong if we don't do a good needs assessment.
3. Use these needs assessment tools:
    a. Review of records and reports
    b. Observation and Community Mapping
    c. Interviews and Informal Discussions
    d. Community Profile
    e. Analyzing information and reporting findings to the community
    f. Setting priorities
    g. Community Meeting
4. Plan and carry out a needs assessment using the team method.

PREPARATION:

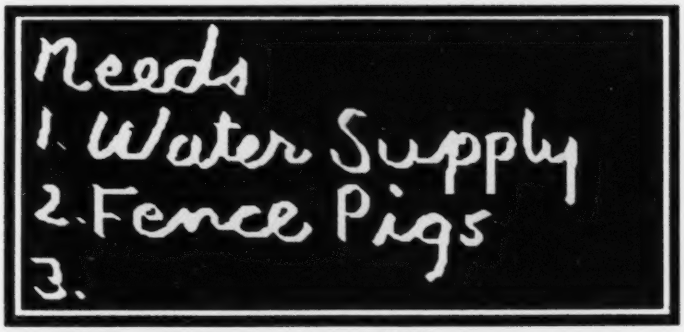
1. Confirm arrangements for field trip (Village ready? Transport ok? Food available for lunches?).
2. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

See each section.

PROCEDURE:

Follow steps in each section.



A. Needs Assessment--What is it?

TIME: 1 hour

AIMS: By the end of this section participants will be able to:

1. List the aims of a needs assessment.
2. Identify what can go wrong if we don't do a good needs assessment.
3. Sort out needs from wants and real needs from felt needs.
4. Sort out problems, needs and causes.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Handout 1, "Steps in the Life of a Project"
3. Flip chart 3, "Steps in Community Development".

TRAINER OVERVIEW

Many projects fail because the people who planned them didn't do a good needs assessment. Here we start with an overview of what is involved in a good needs assessment. The aims are: to collect baseline information, to get a true picture of the community's needs and problems and to help the community decide what are the most important problems/needs for action. There are 3 main activities: gathering information, sorting out the information and using the information in setting priorities. The community participates in every step of a good needs assessment. We also look at the meaning of needs/wants, real needs/felt needs and problems/needs and causes.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2 Ask participants to look again at flip chart 3 and handout 1. The "Where are we now?" step in community development and the "Problems and Causes" step in the life of a project both have the words "needs assessment" written below them. What this means is that for both our big picture (community development) and our small picture (a single project), we must do a needs assessment. If a needs assessment for the big picture has not yet been done, it is better if the community first looks at all of its needs before looking at the need to solve a specific problem.

Step 3. Explain that in a needs assessment we look at both "needs" and "problems". It is difficult to separate problems and needs because a need can mean we have a problem and a problem can mean we have a need. "Needs assessment" simply means that we assess or find out what our needs are and what causes them.

Step 4. Explain that the aims of a needs assessment are:

- to find out where we are now (baseline information) so we can measure improvements in the future
- to get a true picture of the community's needs and problems
- to help the community decide what are the most important problems to solve

The 3 main activities of a needs assessment are:

- gathering information about the community's needs/problems and what causes them
- analyzing the information we gather to sort out problems so that we can find the true problems and what really causes them
- deciding what are the most important needs/problems for action to solve them

Step 5. Ask participants what mistakes they think can happen in a needs assessment and what they think might be the results for a project. Write ideas on the board and compare with the table on the next page:

PEOPLE DOING A NEEDS ASSESSMENT MAKE THESE MISTAKES	RESULTS FOR PROJECT
1. They (from the community or outside) don't involve the whole community.	a. Community doesn't "own" the project and therefore doesn't support it. b. Problems/needs are missed. c. Wrong problems or causes identified. d. Most important need or problem is missed.
2. They don't need to do a needs assessment because they think they already know what the needs/problems are.	b, c, d above.
3. They don't gather enough information or don't talk to enough people	b, c, d above.
4. They don't study the information that they gather.	b, c, d above.
5. They don't involve the community in deciding priorities for action.	a, b, c, d above.

Step 6. Explain that one important thing to think about during a needs assessment is the difference between needs and wants. We may want a lot of things but what do we really need? Write this sample list on the board (or ask participants to list some needs and wants). Most Solomon Islanders will agree with the items at the top of the needs list and at the top of the wants list in the samples below. There may be less agreement about the items at the bottom of these lists. In different parts of the Solomons and in other countries the lists would be different.

Needs	Wants
safety	cassette player/radio
food and water	travel
shelter	boots
clothing	speedy gas and stove
------------------------------	------------------------------
friendship	canoe and engine
freedom	axe
love	kerosene
bush knife	cooking pot

Explain that when we get an idea about something new to try, we often are so excited about the idea that we "forget" a lot of important things. Maybe we see some pretty *calico* and think of making a new dress. Or maybe we hear that someone wants to sell some sunglasses. Before we go ahead with the idea, we need to stop a bit and review our needs and our budget. Do we really need this thing? Can we use something we already have? It's the same with projects. And the more difficult and bigger the project, the more people involved, the better it is if we look at what is really needed.

Step 7. Explain that there are needs/problems that people in the community recognize and "feel". We can call these "felt" needs or needs that people feel. There are also needs/problems that other people (such as people with special training and experience) may see. When we extension workers or other trained people see these other problems, we may say they are the "real" problems or needs.

The needs that people in the community feel are more important and more real to them than those someone else sees. Both types of problems are there. It is sometimes easier and better to start working with a "felt" need so that the community can grow strong. After the community has a successful experience with a project and is organized, then the education and other steps to solving the "real" needs can begin.

Step 8. Explain that it is often difficult to sort out problems from causes. What is a problem can also be the cause of another problem. What we have to do is keep following the chain of problems and causes back as far as we can, then find a place in the chain where we can do something to solve the problem.

problem<---cause <---problem <---cause <--- problem <---

Have the group do the following exercise that will give them a better understanding of problems/needs and possible causes. Read the information on the next page about Farawe Village. Explain that they are to pick out the problems and possible causes The information is mixed up so participants will need to sort it out.

> Farawe Village does not have enough water for its 250 people. The province put in a water supply with a small wall at the water source and pipes down to the village in 1984, when there were 150 people in the village. Several pigs broke out of the fence about 2 months ago and got into the water source. There are 10 stand-pipes but only two can be shut off. Most of the time people leave the taps running. Everyone in the village is waiting for the province to come and fix the broken taps. There is standing water around most of the standpipes. There has been an increase in malaria during the last few years. In the last couple of months, a lot of people have been sick with *bellyrun*.

Ask participants to give their ideas about problems first--any idea, even if it seems rubbish. Then guide participants through each problem and list the possible causes of it. Soon the participants will be revising the list of problems and their causes!

Possible Problems	Possible Causes	Revised Problems	Revised Causes

Encourage participants to look deep into the problems and try to sort out symptoms from problems. Compare with the example below and on the next page.

Possible Problems:
- not enough water for the people in the village
- increase in malaria
- increase in diarrhea
- wasted water because of broken taps and taps left running
- standing water
- provincial government isn't doing its work
- leaders in the community aren't doing their work
- pigs running loose

Possible Causes:

- population increase
- the wall to catch water is too small for the number of people who now live in the village
- water is wasted because people don't turn off the taps
- the drainage areas were not made properly, mosquitoes can lay eggs in the standing water and then they bite people, causing malaria to increase
- people in the village don't feel that they "own" the water supply and therefore they don't feel a responsibility to fix the water supply themselves
- the water source is not protected well enough because pigs can get into it and the water source has been spoiled by the pigs and that is the reason people are getting *bellyrun*
- people don't understand that wasted water is part of the cause of the water shortage or they don't want to consider the needs of everybody

Step 9. Ask participants to discuss why needs assessment includes finding out what people think are the possible causes of their problems. Points to make:

1. If we look at the possible causes of the water supply problem in the example above, we start to get a different idea about what the true problems are. We may find many small problems. Sometimes small problems are easier to solve.

2. In this step we are trying to help the community find out as much as possible about its problems and needs.

3. When we ask people what they think the cause of a problem is, we often start to find out that the problem is more complicated than it first appeared or that there is really a different problem. We want to find the real problem, not a symptom of the problem.

4. The solution must fit the cause or causes. It is no good to put plaster on a sore when the person needs surgery to take out a cancer!

5. There may be more than one cause of a problem and a good solution to the problem must include action on as many of the causes as possible.

6. One situation may be the "cause" of several problems. If that one situation can be corrected, then it may be possible to solve several problems at one time.

B. Team Method of Doing a Needs Assessment

TIME: 1 hour

AIMS: By the end of this section participants will be able to:

1. List the 7 steps in the team method of doing a needs assessment.
2. Organize a needs assessment team.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Handout 3, "Team Method of Doing a Needs Assessment".
3. Flip chart 5, "Who Should Be on the Team".

TRAINER OVERVIEW

Here we look at the team method for doing a needs assessment. This method brings together people from the community and from outside who have a mix of skills and experience. This team gathers information about the community's needs/problems. Team members share information they gather, analyze it and report back to the community so that the community and its leaders can sort out the priorities. We also look at who should be on the team and the benefits of this method.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that needs assessments can be done in many ways. The method presented in this course involves a team made up of extension workers and community leaders, and promotes the participation of the whole community in every step.

Step 3. Review and discuss each step in the handout 3. Explain that the steps shown in the team method would probably take place during a series of visits to the community. This team method is used by the Department of Primary Industry in Papua New Guinea and in many other countries. Points to cover:

1. Participants will do a needs assessment practical in a village and will cover steps 1-4.

2. A team can be small or large. For the rural areas in the Solomon Islands, 4 or 5 people is probably the right size for a team. In countries with lots of people and large villages, sometimes teams have 10 members or more.

3. Each step in the team method can take a long time or a short time, depending on many different things:

   - how many needs and problems the team finds
   - how many people are on the team
   - the experience members of the team have had in doing a needs assessment
   - when the community is available to meet with the team

4. A rough schedule of the steps might be like this:

   - Step 1. Form team and discuss what team will do. 4-8 hours.
   - Step 2. Meet with community leaders. 1 hour.
   - Step 3. Gather information in the community. 8 hours or more.
   - Step 4. Review information gathered, analyze it and prepare to share it with community. 3-4 hours or more.
   - Step 5. Share findings with the community. 1-2 hours.
   - Step 6. Meet with community leaders to discuss what needs/problems are most important and should be solved first. 1-2 hours or more.
   - Step 7. Meet with whole community to get community agreement and approval of priorities for action. 1-2 hours or more.

Step 4. Ask participants to discuss who should assess the needs of a community: extension workers or the community itself? Other questions to help the discussion are:

1. Can the community to do its own needs assessment?
2. How should the community be involved? What might be some problems when the community is involved?
3. If we look at what we found out about successful projects, what will help the community to develop most in the future?

Step 5. If participants agree that the best way to help the community develop is to help the community do its own needs assessment, who do they think should be on the team? Why? Write participants' ideas on the board and compare with flip chart 5.

Flip Chart 5

WHO SHOULD BE ON THE TEAM?

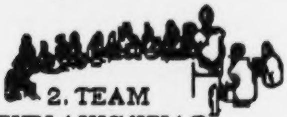
- people who are interested and willing
- people with a mix of training or experience in different areas, such as health, agriculture, teaching, water supply, tourism, business, fisheries, custom, law, management (for example, chiefs, club leaders, priest/pastor, headmaster, area council member, etc.)
- at least one person of some authority
- women, men, young people, *olos*
- at least one person who can read and write
- people from the community and people from the outside community
- people from village committees

HANDOUT 3

TEAM METHOD OF DOING A NEEDS ASSESSMENT

1. TEAM FORMS

1. The extension worker offers to help the community form and organize a needs assessment team that includes community members and extension workers. The team meets to plan who will do what and when.



2. TEAM EXPLAINS WHAT IT PLANS TO DO

2. The team arranges a meeting with the community. At that meeting they introduce themselves and explain that they want to discuss problems and needs with the community. They explain what they plan to do (steps 2-7) and ask if anyone has any questions.

3. TEAM GATHERS INFO

3. The team then gathers information about problems/needs and their causes. The team reviews written records and reports, observes, prepares a map of the community, and talks to people to get the views of many people, not just one part of the community.

4. TEAM MEMBERS DISCUSS WHAT THEY FOUND OUT

4. The members of the team get together to share information they have gathered, sort it out and prepare a list of the needs/problems and their causes. They then decide how they will present the findings at the second community meeting.

5. TEAM DISCUSSES FINDINGS WITH COMMUNITY

5. The team meets with the community to discuss findings. They explain how they gathered information and what problems/needs/causes they found. Then the community and team discuss the needs and problems of the whole community.

6. TEAM AND COMMUNITY LEADERS DISCUSS PRIORITIES

6. The team and community leaders discuss the needs and problems raised by the community. They put together a list of the needs/problems in order of priority.

7. TEAM HELPS COMMUNITY DECIDE PRIORITIES

7. The team members and community leaders then meet with the community again to get agreement and approval about what the most important needs/problems are and which ones the community should try to solve first.

C. Tools and Techniques to Use in a Needs Assessment

TIME: 1 hour (Time for each tool and technique is given separately.)

AIMS: By the end of this section participants will be able to:

1. Explain what "right information", "right people" and "enough information" mean and how they help us to get a true picture of the community's needs.
2. List techniques for selecting people to interview.
3. List the tools which can be used in the team method.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 6, "Choosing People for Our Sample".
3. Handout 4, "How Do We Get A True Picture?"
4. Handout 5, "Tools for Gathering Information".
5. Flip chart paper and marking pen.

TRAINER OVERVIEW

It is not easy to get a true picture. We need to get the right information from the right people and from enough people. Different tools give us different information, which we later put together and analyze.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Read the following story to participants (questions to ask participants are underlined):

> Suppose a man tells you that a young boy stole ten dollars from an old woman. The man does not know if what he is telling you is true or not. He didn't talk to any of the people involved. Do you have any facts?
>
> Now suppose the man says that he did talk to the old woman. She says she had put $10 in her basket early in the morning on June 10. She left the basket in her kitchen when she went to the garden. When she came back to her house and went to get some betel nut out of the basket, she noticed that the money was gone. She has always been suspicious of the young boy and she believes he stole the money. Do you have any facts? Does she have any witness who saw her put the money in the basket?
>
> Now suppose that someone else saw the young boy leaving the old woman's property in the middle of the day. The young boy seemed to be carrying something. And then you find out that the boy owed $10 and paid his debt the same day as the money disappeared. Facts? You are talking to your friend about this situation and you find out that the boy had been working for his uncle in another village just to earn the money. So you go to talk to the young boy. He says that he did go to the old woman's house. The reason he went was to find his small pussy cat. He went while the old woman was away because he knows she doesn't like him. He also says the old woman forgets a lot of things and gets mixed up.

This story points up several things:

1. When gathering information, we always try to get a true picture. We want to get the "facts". A fact is information that is specific. It is different from an opinion or what we think is true. Asking questions like who? what? when? where? why? how? will help us get facts.

2. We can use facts in forming our opinions but we have to be careful and make sure our facts are true. We can train ourselves to check or test our information.

3. We want to make sure that we have enough facts before we make judgments about a situation. We want to make sure that we haven't missed anything important.

Step 3. Explain that getting the true picture is our aim. When we gather information, we must keep these three things in mind:

- right information
- from the right people
- from enough people

Step 4. Ask participants to discuss what they think "right information" means. Write ideas on a flip chart. Compare with point 1 on handout 4. Also look at the list of information below:

- land type (mountain, swamp, seaside, bush, creek)
- weather
- soil type
- facilities (schools, hospitals/clinics, roads, wharf, market)
- services (electricity, water supply; extension workers)
- transportation (trucks, canoes, ships, planes)
- income and what people do to get it
- number of people and groups in the community (for example, men/women, young/*olos*)
- health and types of sicknesses
- types of foods and crops, how much is produced and any pests and diseases or other problems affecting them
- community organizations/groups and what kind of cooperation there is in the community
- leaders and important community members
- attitude of people in the community (open/closed, friendly, suspicious, etc.)
- interests and hopes
- needs, problems that the community feels are important

Step 5. Ask participants who they think we should talk to if we want to get information about needs/problems/causes in a community. Who are the "right" people in a community? List on a flip chart and compare with the information on point 2 of handout 4.

Step 6. Review point 3 on handout 4. Ask participants how they think we should choose the people we would talk to. List on a flip chart.

Step 7. Explain that there are many ways to choose a sample. We want to be fair in choosing the people. Review flip chart 6.

Flip Chart 6

CHOOSING PEOPLE FOR OUR SAMPLE

- **Random sample**--everyone in the group has an equal chance to be selected
- **Big enough** to get reliable information

People in community	Children in Community	Children to Weigh
100	20	20
500	100	100
1,000	200	200
2,000	400	200
5,000	1,000	200
8,000	1,600	200
10,000	2,000	200
20,000	4,000	400

Points to cover:

1. One way of choosing people is the **random sample** in which everyone in the group has an **equal chance** to be selected. Here are two types of random samples:

   - Simple random sample: For example, we decide we need to interview 25 people in a village to get a big enough sample. We get a list of all the people in the village and write their names on pieces of paper. Then we put the pieces of paper in a basket and have someone choose 25 names for us. Or we count the number of people on the list and count by 25. If there are 100 people, we divide 100 by 25 = 4--so we interview every 4th person on the list. A simple way to do this in a village would be to put pieces of paper in a basket for people to draw out of a hat. 25 of the pieces of paper would have an "X" on them. People who draw the "X" are interviewed.

   - Random sample for selected groups: We decide we need to interview people from each of several different groups, for example, 10 women, 10 men, 10 children. For a different sample, we may choose 10 nurses, 10 solicitors, 10 teachers, 10 chiefs, 10 constables. We use the ideas under simple random sample for each of the groups.

2. How big should our sample be? We want enough information to give us a true picture. For example, one community participated in a nutrition project and wanted to find out what the project achieved. The community decided to weigh a sample of children. They used the table on the flip chart to help them choose the number of children to weigh.

Step 8. Explain that there are many tools that can be used to do a needs assessment. All can help us get a true picture of the community and each of the tools will give us a little different type of information. The tools we will use in this workshop are the ones that are used by field workers who have helped communities do needs assessments in rural areas around the world. They are tools we believe extension workers will be able to use the most in rural areas of the Solomons.

Step 9. Review and discuss handout 5.

HANDOUT 4

HOW DO WE GET A TRUE PICTURE?

- THE RIGHT INFORMATION
- FROM THE RIGHT PEOPLE
- FROM ENOUGH PEOPLE

1. We want to get the right information--balanced and complete.

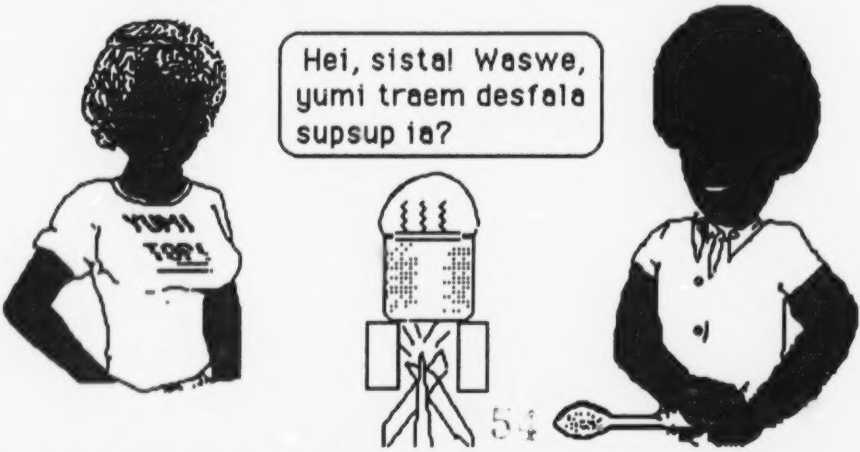
- keep our eyes and ears open, observe at different times of day and night
- ask the right questions
- use a mix of tools to get information
- use the right "ruler" when comparing groups, individuals or things
- always try to get "facts", not opinions
- true and correct

2. We want to get information from the right people.

- from all of the main groups of people in the community. For example: men, women, young people, *olos*.
- from all of the main types of people in a group, especially if we are looking at one special group. For example, if our special group is women, then the types of women are: girls, young women, old women; married women, unmarried women; women who are *babule* and women who are not *babule*.
- from the same groups and types of people when we are comparing different groups/types. For example: if we want to find out how well people can read, we may want to look at men and women who completed Standard 6, not men who completed Standard 6 and women who completed Form 3.
- from people who live in the community and have special skills or knowledge (headmaster, chief, village committee chairman/woman, extension workers, priest/pastor, health aid worker, constable, area council member, people retired from government or private companies, etc.).
- from people who live outside the community and have special knowledge about it (extension workers, provincial planners, education officers, etc.)

3. We need information from enough people--sample the *supsup*.

We don't always need information from everybody in the community or group to get a true picture. What we need to do is select enough of the right people to contact for information. The people we choose are our **sample**.


Hei, sista! Waswe, yumi traem desfala supsup ia?
YUMI TOK!

If you want to know how a pot of food tastes, take a spoonful. You don't need to eat the whole pot.

HANDOUT 5

TOOLS FOR GATHERING INFORMATION

1. **Review Records and Reports**
   - Find out if any people in the provincial government or other organizations have studied problems in the community. See what they found out.
   - Ask questions about records and reports to make sure you understand what they mean.
   - Always ask people in the community about the information to make sure it is correct.
   - Find out what the province or other organizations may be planning to do to solve problems in the community.

2. **Observation and Community Mapping**
   - Look for signs of problems/needs and causes, to see what you can find and to confirm what people tell you. Take notes.
   - Draw a map or "picture" showing important things about the community.
   - Make a special map if you want to show how a problem affects the community.

3. **Interview/Informal Discussions**
   - Get information from people who live in the community and live with the needs/problems, in one-to-one discussions or in small groups.
   - Find out how people understand problems and what they consider important.
   - Involve people in the needs assessment and create interest in solving problems.

4. **Community Profile**
   - Use as a guide in interviews with government officials, people in the community with special skills and community leaders.
   - Use in team meeting as a place to record information that team members have gathered about the community.

5. **Community Meetings/Discussions**
   - Inform the community about what the team plans to do and why.
   - Give the community information about what the team found out and allow people in the community to give more information about needs/ problems and causes.
   - Help people in the community to participate and discuss their needs/ problems.
   - Get information about how the community thinks, its understanding of problems and its willingness to support community projects.
   - Help the community to make decisions about what problems to solve.

1. Review of Records and Reports

TIME: 30-45 minutes

AIMS: By the end of this section participants will be able to:

1. List what kinds of information might already be available about a community and why these are important.
2. Identify where to find written reports/records and who on the team can best get them.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Try to get some examples of reports and records which are available: up-to-date census reports, provincial plans, project files, etc.

MATERIALS:

1. Blackboard and chalk.
2. Reports and records that are already available.

TRAINER OVERVIEW

Written reports and records can give us important information about needs/problems and their causes. If someone has already studied a specific problem or the community's needs, we may be able to learn more about them and also save ourselves some time. Here we look at what records/reports might be available, where to find them and who on the team can review them.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Ask participants for ideas about the reports or records that may already be available and where to find them. Write ideas on the board and compare with the list that follows on the next page:

- reports about crops, soil fertility-------------agriculture
- 5-year plans----------------------------------prov. planning
- census reports---------------------------------prov. planning
- reports about children in school-------------education
- area council recommendations --------------area council
- reports about projects done in the community------------------------------------extension officers, community leaders, provincial planners

Step 3. Ask participants why they think records and reports are important. Can a needs assessment team rely on the information? Points to cover:

1. If someone has already studied a problem in the community, we can save time and also learn more about problems.

2. The needs assessment team should always confirm information it gathers. Information in records, reports and plans is not always correct or complete.

3. We may find out information about what the province or other organizations may be planning to do in the area or about problems in the community. While this isn't information about the problems or needs and their causes, it is information that we want to keep and use later.

Step 4. Ask participants who on the needs assessment team can best get the information for the team. Points to cover:

1. Some members of the team will not be able to get to the provincial headquarters where many of these records are stored.

2. Some records and reports are hard to understand. People with special training or experience may be the best people to review such files. For example:

   - extension workers--records from their own files
   - extension workers, community leaders or other people in the community who have special skills or experience--records from provincial offices or area councils

Step 5. Show participants any examples of written records and reports that are available. Point out a few things from these records to show how they can help in needs assessments.

2. Observation and Community Mapping

TIME: $1^1/_2$ - 2 hours

AIMS: By the end of this section participants will be able to:

1. Use observation as a tool to gather information.
2. Use community mapping as a tool to collect and present our findings.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Select a location for each of the teams to do an observation practical--for example, at a store, a clinic, wharf, school, etc.

MATERIALS:

1. Blackboard and chalk.
2. Handout 5, "Tools for Gathering Information".
3. Handout 6, "Observation and Community Mapping"
4. Large pieces of paper and marking pens.

TRAINER OVERVIEW

We can learn a lot about a community's needs/problems and what causes them by using our eyes, ears and noses. Here we look at some observation techniques and talk about what to look for. We also look at mapping as a tool to make us do more careful observing and as a technique to present our findings. Then we practice these tools together since they involve some of the same skills.

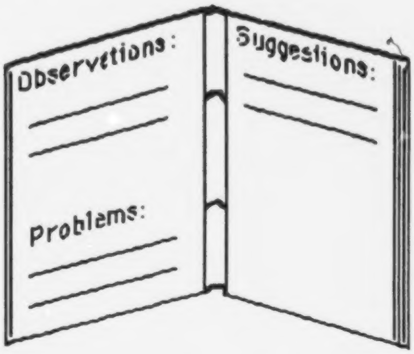
PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Review point 2 on the handout 5 and point 1 on handout 4. Do these two handouts give us any ideas about techniques for observing? Here are some ideas:

- Use your eyes, ears and noses!
- Train your eyes to see as much as possible (not just the things you are looking for).
- Do not rely on one time of day for your observations to be correct. Visit again at different times of the day or night.

- Write down as much as possible (do not rely on your memory).



- Check observations with questions during interviews and informal discussions.
- Check your observations with team members or with people in the area.

Step 3. Ask participants for ideas about what we might want to look for in a village. Write ideas on the board and compare with the list below:

- What is the condition of houses?
- Is there any standing water in the village, around taps and standpipes, etc.?
- Do people look healthy?
- Do people look happy?
- Is the village well kept?
- Should children be in school?
- Are there animals in the village and what kinds?
- Are there any problems with the water supply? (Turn on the tap.)
- Are there flowers planted around the village?
- Is the soccer field brushed?
- Are there fishing nets out in the sea?
- Are there many canoes in the village? What types? Are there any outboard motors?
- Do you hear any radios? How many?
- Are there any stores? Are they open? What kinds of goods do they sell?
- Are pigs and chickens fenced?
- Are there any *supsup* gardens? Any cutnut, pawpaw, soursop or other fruit trees near the houses?

Step 4. Review and discuss handout 6.

Step 5. Discuss the possible uses of mapping. Points to cover:

1. Community maps can provide us with a lot of important information:
   - the number of households
   - where important people live
   - how many households are close to water
   - how many houses have latrines
   - what services exist in the community, such as schools, churches, government offices, stores, markets, clinics, etc.
2. A basic community map can be used to show what is already in a village.
3. A special community map can be used to show a single problem.
4. Many villages have never been mapped. Community members may be very happy to have a map and feel more confidence in you.

Step 6. Divide the group into teams. Explain that each team will go to a different place to observe and map for about 45 minutes. Give each team a large piece of paper and marking pens for its final map.

Each team should select one or two people to be responsible for drawing the map and then follow the steps in handout 6. Team members should not discuss with each other what they see until all members of the team have completed their observations.

When they finish observing, the whole team (mappers and observers) should meet together to share information:

- what they saw
- what these observations might mean
- if they think they got a true picture

Team members should agree about what the mappers will put on the final map. Then each team should select someone to present the team's findings to the whole group.

Step 7. Have whole group come back together. Ask them to briefly share their experiences in observing and mapping.

HANDOUT 6

OBSERVATION AND COMMUNITY MAPPING

We can learn a lot about a community's needs/problems and what causes them by using our eyes, ears and noses. Mapping is a tool to make us do more careful observation and a technique to present our findings in a "picture" that people can understand easily. We record what we observe on a map and use it in a needs assessments to show problems in the community and during evaluations to show changes. Follow these steps to draw a map:

1. Walk through the community and get to know the area well before you begin to draw your map. Look for signs of problems/needs and what causes them. Take notes about condition of houses, standing water, places for throwing away rubbish, health and appearance of people, children not in school, animals, *supsup* gardens, stores, outboard motors, etc.

2. Draw a rough map of the community. First draw the big roads. Then add the smaller roads and paths, rivers and streams, bridges, houses, churches, schools, health centre, businesses and other buildings. Also mark water tanks and taps, pig fences, *supsup* gardens, latrines and places for throwing rubbish, etc.

3. Discuss what each team member has seen and decide what should go on the map. Also decide on what symbols to use to mark the information on the map. Use symbols that are easy to understand.

4. Use a large blank piece of paper. Find a good place to work. Mark the four farthest points in the community to be mapped: top, bottom, right and left. Remember to leave enough space at the top to put the name of the village and the date you did the work, and at the bottom to put a "key" which contains all of your symbols. Draw the roads and big paths first. Then, using the correct symbols, put the rest of your information on the map.

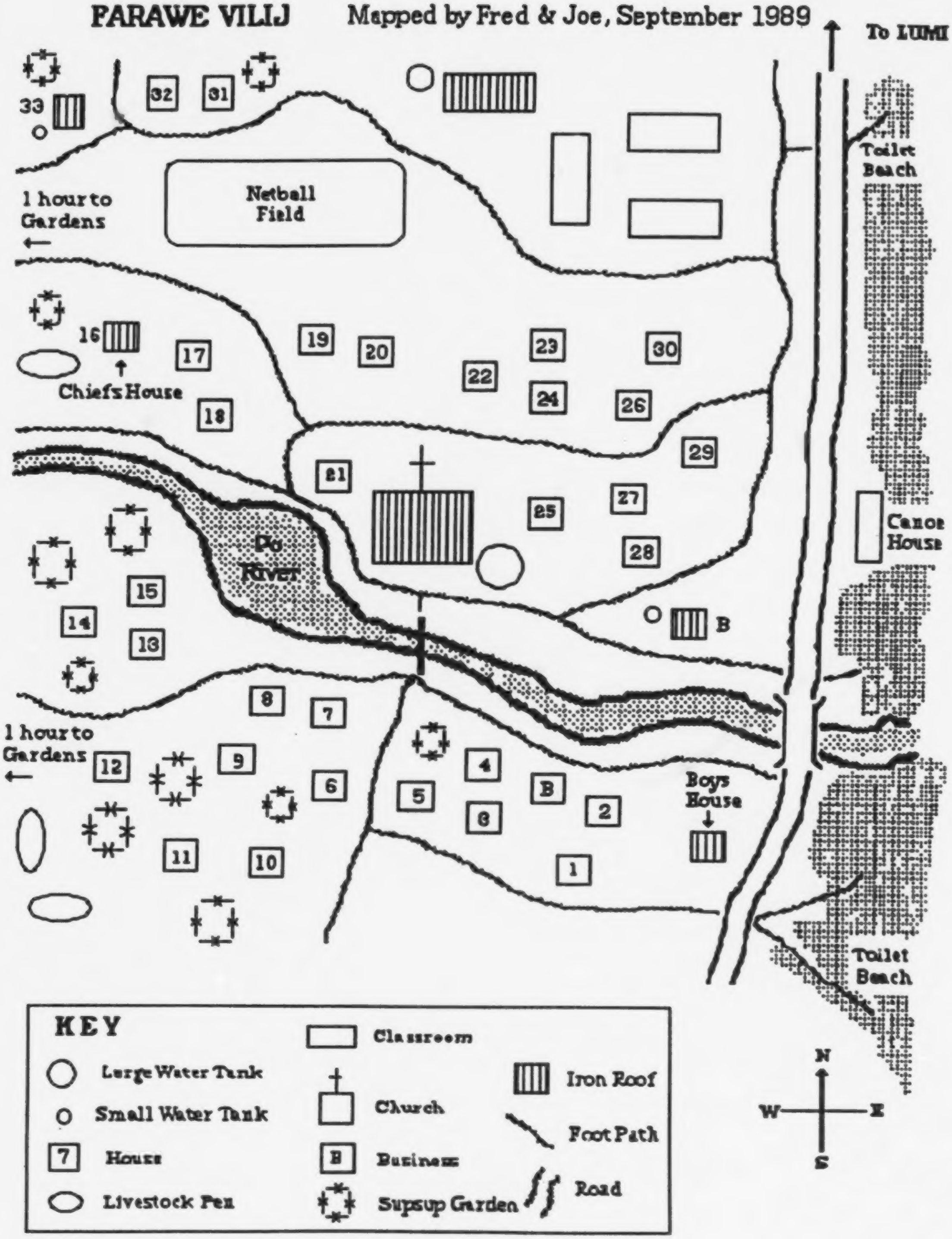
5. Number all the houses in the village. Number the first house at the main entrance to the village as number 1. Number all the other houses in order. Mark the houses of important people.

6. Review the completed map with the whole team. Make sure you have included all of the important information about the village. Walk around the village with your completed map. Correct any mistakes.

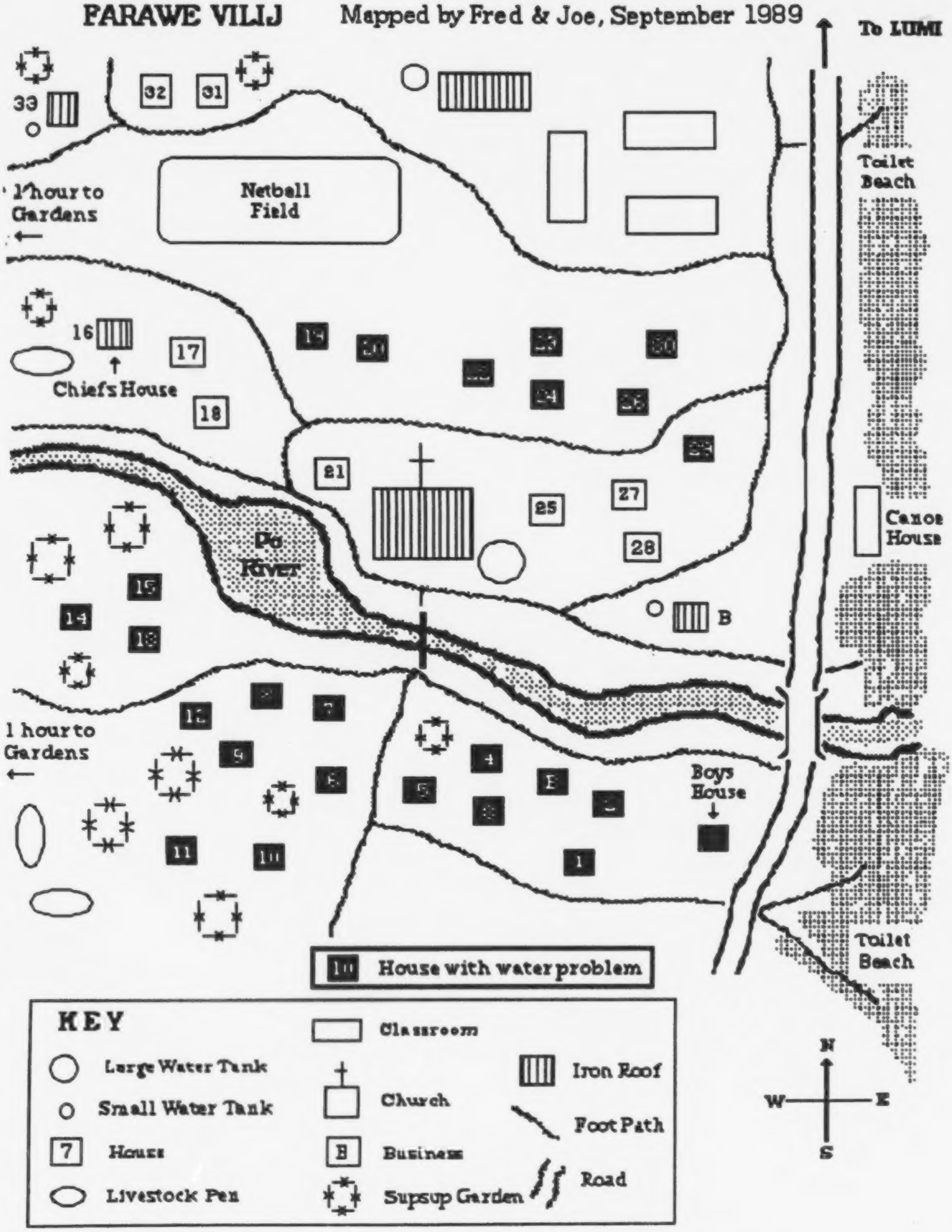
One way of drawing a general map of Farawe Village is given on page 2. Sometimes you may want to draw a special map for your needs assessment to show one problem and what part of the village is affected by that problem. In an evaluation of a completed project, you can use a special map to show what changes have take place because of the project. On page 3, the general map of Farawe Village has been changed to show which parts of the village have a water problem.

HANDOUT 6 **PAGE 2**

PARAWE VILIJ Mapped by Fred & Joe, September 1989


To LUMI
33
32
31
Toilet Beach
1 hour to Gardens
Netball Field
16
17
Chiefs House
18
19
20
22
23
24
30
26
29
21
25
27
28
Po River
Canoe House
B
15
14
13
8
7
1 hour to Gardens
12
9
6
5
4
6
B
2
Boys House
11
10
1
Toilet Beach
KEY
Large Water Tank
Small Water Tank
7 House
Livestock Pen
Classroom
Church
B Business
Supsup Garden
Iron Roof
Foot Path
Road
N
W
E
S

PARAWE VILIJ Mapped by Fred & Joe, September 1989


To LUMI
33
32
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1 hour to Gardens
Netball Field
Toilet Beach
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Chiefs House
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Canoe House
Po River
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7
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5
3
2
1
10
11
1 hour to Gardens
Boys House
Toilet Beach
10 House with water problem
KEY
Large Water Tank
Small Water Tank
7 House
Livestock Pen
Classroom
Church
B Business
Supsup Garden
Iron Roof
Foot Path
Road
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W
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S

3. Interviews and Informal Discussions

TIME: 4 hours

AIMS: By the end of this section participants will be able to:

1. Prepare and organize questions for interviews and informal discussions.
2. Select people for interviews and informal discussions.
3. Record information gathered during interviews.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Black board and chalk.
2. Handout 4, "How Do We Get a True Picture?"
3. Handout 5, "Tools for Gathering Information".
4. Handout 7, "Ideas About Interviews and Informal Discussions".

TRAINER OVERVIEW

The best way to find out what people think is to talk to them and ask questions. We want to ask the right questions so that we get complete information and a balanced view. We also want people to feel easy and give us their true feelings. Here we look at different kinds of interviews, different kinds of questions, how to develop questions and how to organize them so that we can share the information we collect with other team members.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Review handout 4. Our aim is to get the right information from the right people and from enough people. Explain that all three of these points come up when we are planning interviews.

Step 3 Review point 3 on handout 5. Ask participants: What is the difference between an interview and an informal discussion? Points to make:

1. Interviews are planned in detail. We should have a list of questions for each topic we want to talk about. We should ask the same questions in the same order every time we interview someone new. We may have an answer form to fill out or we may just make notes.

2. Informal discussions are much more relaxed and may not be planned in such detail. We probably have some points that we want to ask about, of course, but we let the person being interviewed decide what topics should be covered.

Step 4. Explain that we can talk to people one-to-one or in groups. We may get different information:

- individual interviews (with one person) are better when we want personal views or will talk about very sensitive topics
- group interviews (with two or more people) are better when we want to know how the group thinks or when individuals are too shy to talk to us

Step 5. Review and discuss points 1-3 about developing questions on handout 7. Ask participants: Do we always use one list of questions for everyone we interview? Points to cover:

1. We may want different interviews for people with special skills or in special positions. We will learn about special interviews when we look at the next tool, community profiles.

2. We want to do the same interviews (in other words, ask the same questions) with our sample of people in each of the main groups of people in the community so that we get a balanced view.

Ask participants why we organize our list of questions so that everyone has the same list and in the same order. Points to cover:

- to get information about the same needs/problems and causes
- to have information about the same areas so that we can compare different views
- to not miss any important areas
- to have information organized so that it will be easier to share with other team members

Step 6. Explain that there are many ways of asking questions. List the following types of questions on the board, compare and discuss.

1. Fixed-choice questions--The person must choose his/her answer from the choices we give them.

    - Do you have 3 or 4 children?
    - Do you like red or green?

2. Open-ended questions--The person answers questions in his/her own words.

    - How many children do you have?
    - What color do you like?

3. Specific questions--The person gives us information about a narrow area.

    - What sicknesses have you had in the last month?
    - What kinds of courses have you attended?

4. General questions--The person gives us information about a wide area.

    - What kinds of medical problems affect your family?
    - What kinds of educational programs are available in the community?

5. Follow-up questions--The person gives us more information about an area we have already asked about.

Ask each participant to write down an example of each type of question. Then ask a number of participants to share their examples. Points to cover:

- fixed choice questions------quicker to finish
  more limited information
  information which is easier to compare
- open-ended questions------take more time
  more complete information
  not always easy to compare
- follow-up questions----------same as open-ended

Step 7. Review and discuss "When doing interviews and discussions" on handout 7. Explain that we need to take notes about the information we gather. Here are some points to think about when we record information:

- Do not bring out a notebook right away. After the people start to feel easy, ask if it is alright to write down their answers and explain why notes help you.
- For each person's answers, use a new page in your notebook. Write down the answers in the same order as in your list of questions. For example:

Questions	Answers
1. What are the main sicknesses that affect your family?	1. Malaria, *bellyrun*, flu. Causes: Malaria--standing water, no mosquito nets. Bellyrun--? Flu--?
2. What kind of medical help is available to you?	2. Health aide in village, clinic in provincial headquarters.

Step 8. Have teams prepare their list of questions for interviews they will do during the village practical. Advise them to follow points 1-3 on the handout 7. Tell them to spend about 1 hour identifying the areas they want to get information about and making their list of questions. While still divided into teams, participants should divide into pairs to practice interviewing. Explain that one team will be asked to demonstrate an interview when the teams come back together.

Step 9. Have group come back together. Ask one team to demonstrate an interview using the questions they have developed. Explain to other participants that they should watch the interview and see what they think is good or bad about it.

Step 10. Have each team report back and share its list of questions. Suggest that each team may get ideas about different questions to ask and that they may want to revise or add to their list of questions. Give group about 30 minutes for teams to share their lists and revise or add questions.

HANDOUT 7

IDEAS ABOUT INTERVIEWS AND INFORMAL DISCUSSIONS

Before going to the village, your team should:

1. Prepare a list of questions to ask:

    - List problems/needs you expect to find in the village. Organize them into areas (health, food supply/production, economy, social, etc.).
    - Add to this list other areas you want to get information about.
    - List questions team members will ask to get information about each of these areas.
    - Keep in mind that you want to find out what are the most important problems/needs and what causes them.

2. Decide who to interview, what kinds of interviews to do, and how to select people for interviews. The two main groups of people to interview are:

    - People who have special training/experience, government officials and community leaders.
    - Ordinary people in all of the main groups in the community (for example, single men, single women, married men and married women).

3. Decide what questions to ask in each type of interview, who will do the interviews and where to do them (in the village or provincial headquarters, on the veranda or in the office, etc.). Important things to consider are:

    - Amount of time for each type of interview.
    - Questions for each type of interview so that each interviewer has the same list of questions, in the same order.
    - Number of questions for each type of interview (You may not have time to use all of your questions.).

When doing the interviews and discussions:

- Always start interviews and discussions by introducing yourself and explaining to the person or group why you are in the community. Begin with general questions to make people feel easy.
- Do not suggest answers. Let people express their own feelings.
- Note each person's answers on a separate page in your notebook.
- Remember to:
    - *ask people what their most important problems are and what causes them
    - *ask follow-up questions to get more information and details about the causes of problems
- You may have to go back over some questions and answers because it takes time for people to feel easy and give you their real feelings.

4. Community Profile

TIME: 1 hour

AIMS: By the end of this section participants will be able to:

1. Use the community profile as a tool to gather information.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Handout 5, "Tools for Gathering Information".
2. Handout 8, "Community Profile".
3. Flip chart with types of information to get (from section C. Tools and Techniques to Use in a Needs Assessment).

TRAINER OVERVIEW

A lot of information that the needs assessment team will want must come from people with special skills, government officials, community leaders, etc. Here we look at the community profile which can be used both as a guide for special interviews and as a place to record the information we collect about the community.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Have participants look back at the flip chart prepared in step 4 of section C (page 32) where they listed the types of information they thought they would need about the community.

Step 3. Briefly review point 4 on handout 5, and then go through handout 8. Note that the Community Profile has two uses:

1. A guide for interviews with community leaders and people with special training or experience. Team members responsible for gathering information for different parts of the profile may not want to ask questions as they appear on the profile. Instead, they may want to ask questions that will get the information needed.

2. A place to record information in step 4 of the team method, when team members share the information they have gathered.

Step 4. Explain that responsibility for gathering information for the profile can be shared out among different members of the team. One way to do this might be that members with special training in education take responsibility for the education section and talk to provincial education officials, head master, a teacher, etc. A team member who works in health could talk to the doctor/health aide, etc. Responsibility for the section on food might be divided between extension workers for agriculture and women's interest.

Step 5. Ask for ideas about how we might get the information needed to complete the Community Profile. Write on board. Points to cover:

1. We can get some information about the village/community before we visit it, for example: in interviews with government officials or in the written reports and records.

2. We can interview people in the community with special training or experience, such as retired government officials, priests, health aides, etc., and community leaders.

3. We always want to confirm the information we get--for example, if a government report or official says that a clinic in the village provides some services, we want to find out from the people in the community what services they receive, when it is open, etc.

4. We may not be able to get all of the information we want.

HANDOUT 8

COMMUNITY PROFILE

VILLAGE ______________________________ DATE __________

GENERAL INFORMATION

1. Number of People in the Community _____ Men _____ Women _____
2. Number of Households _______
3. Names of Important People (Chiefs, MP's, Provincial Members, Area Council Members) ____

____

____

____

EDUCATION

1. Primary School: Name & Location ____________________
   Distance or Travel Time from this Community ______________
   Other Villages Served ____________________
   Total Number of Students at school _____ Boys _____ Girls _____
   Number of students from this Community _____
   Boys _____ Girls _____
2. Provincial Secondary School: Name & Location ______________
   ____
   Distance or Travel Time from this Community ______________
   Number of students from this Community _____
   Boys _____ Girls _____
3. Other Schools:
   a. Name & Location ____________________
      Number of students from this Community ________
      Boys _____ Girls _____
   b. Name & Location ____________________
      Number of students from this Community ________
      Boys _____ Girls _____
   c. Name & Location ____________________
      Number of students from this Community ________
      Boys _____ Girls _____
4. Number of school leavers in the Community ________
   Boys _____ Girls _____

HEALTH

1. Closest Health Facility: Type & Location ____________________
Distance or Travel Time from this Community ________________
Number of staff and positions ______________________________
____

2. Most Common Diseases/Health Problems ____________________
____
____

3. Are children immunized regularly? _______ If no, why? _______
____

4. Do most children have up-to-date baby chart? _____ If no,why?
____
____

5. Where does the community get its drinking water? (for example, rain tanks, wells, standpipes, river) ________________________
____

6. Are these good sources of drinking water? Why?

Source	Good or Bad	Why

7. What do people in this community do with rubbish such as empty tins and broken glass? ______________________________
Is this a good way of disposing of rubbish? Why? ______________
____

8. Where do people in the community go for toilet? _______________
Does this create any problems? ___________________________
Do the people in this community see these problems? __________
____
Does anyone in this community have a latrine? _______________
Are other people interested in having a latrine? ______________
____

FOOD

1. What are the 3 most important food crops?____________________
____

2. What are the main food gardening practices? Tick if a lot of people use it.

____ Composting
____ Mulching
____ Burning
____ Buying seeds
____ Saving seeds for next garden
____ Chemical fertilizers/pesticides
____ Moving to new gardens every year
____ Kitchen or *supsup* gardens near their houses

3. Is food that grows wild in the bush still an important source of food?______________________________________
If yes, what are the 3 most important foods collected?__________

4. What are the 3 biggest problems in food gardening?____________

5. Are fish or other sea animals an important source of food?______

6. How often do agricultural extension workers visit the community?______________________________________

ECONOMY

1. What are the three most important activities for earning cash?
____
____

2. Where are the cash crops marketed?____________________

3. What kinds of cash crop processing facilities are owned by people in this community? How many of each?____________________
____

4. What are the 3 biggest problems in growing and selling cash crops? ______________________________________
____

5. What are the three biggest problems in other types of things people do to earn money? ____________________________
____
____

6. Name and location of closest bank or bank agency and credit union: ______________________________________

GROUPS/ORGANIZATIONS IN COMMUNITY (churches, committees, clubs, etc.)

NAME OF GROUP/ ORGANIZATION	HOW MANY PEOPLE IN GROUP?	LEADER OF GROUP	HOW LONG IN THE COMMUNITY	DOES IT SUPPORT DEVELOPMENT?

RESOURCES

1. People: Who in the community has special skills? What skills do they have?

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

2. Natural resources:

- What resources in the community (forests; minerals such as gold; fish and other sea resources) could be developed?________
  ____
- What local materials are available for building houses?__________
  ____

Are these materials easy, hard, or very hard to gather?__________

- Is firewood easy, hard, or very hard to gather?______________
- Are materials for handicrafts (weaving, shell money, carving) easy, hard, or very hard to gather? ______________________

DEVELOPMENT PROJECTS (COMPLETED OR STILL GOING ON)

NAME OF PROJECT	GROUP/ORGANIZATION RESPONSIBLE FOR PROJECT	COMMENTS

5. Analyzing Information and Reporting to the Community--Understanding the information we gather and sharing this information with the whole community

TIME: 45 minutes-1 hour

AIMS: By the end of this section participants will be able to:

1. Analyze information we have gathered during a needs assessment.
2. Report findings to the whole community.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Handout 3, "Team Method of Doing a Needs Assessment".
3. Work Sheet 1, "Needs Assessment Work Sheet".

TRAINING OVERVIEW

Here we look closely at Step 4 of the team method. Each team member shares what he/she found out, and team members discuss the information. They sort out the problems/needs and identify what really causes them. Finally they prepare for the community a report of findings in which they state clearly the problems/needs and their causes.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. List on the board the 5 tools that have just been covered. Review step 4 on handout 3. Points to cover:

1. Needs assessment involves 3 main activities: information gathering, analysis of information and deciding priorities.

2. The aims of step 4 of the team method are to:

   - sort out information so that we really understand what the community's needs/problems are and can identify the true causes of the problems
   - prepare for the community a report of findings which states clearly the problems/needs and their causes

Step 3. Ask participants to comment about what tool(s) they think will give them a "true picture" of the community. Points to cover:

1. Read the story of the blind men and the elephant.

   > Three blind men want to know more about elephants. They can't look at a picture and many people have tried to tell them about elephants. One day they hear that there is an elephant coming to town. A friend takes them where the elephant is. One by one they go up close to the elephant and touch it. One touches the elephant's tusks and says that an elephant is like pigs' teeth but much bigger, longer, round and smooth. The second blind man touches the elephant's ear and says, "*Nomoa nao !* ", an elephant is flat, rough and not very thick. The last blind man to touch the elephant touches the elephant's belly and says, "*Iu tufala evriwan rong !* " An elephant is *big tumas* , big as a house with a rough skin and a belly that makes noise like an airplane.

   Is the experience of each of the blind men part of the "true picture"?

2. When we are finding out what the community's needs and problems are, we need to hear from the members of each group in the community what they see, feel and need.

3. In step 4 of the team method each member of the team shares with the other members what he/she found out. Each member of the team is like one of the blind men because we all have different experiences and understanding. When we bring all of our understanding together, a clearer and more complete picture comes out.

Step 4. Ask participants what they think "to analyze" means. Write ideas on the board and compare with the list below:

- study
- sort out things
- compare the information we get from all of the different tools (including the community profile and the community map) and try to understand why the information is different
- interpret what people say and what our "facts" mean
- look deeper into problems, needs and causes

Points to cover:

1. Sometimes we will be able to see that a big problem really has many small problems inside. The big problem is one which no one can see a way to solve but once we look deeper we can break it up. It is often possible to solve the smaller problems.

   Example: Increase in the cost of living. This is a big problem that is beyond the ability of governments to control or solve. A community cannot expect to solve it. But the community can break the problem into smaller parts. For example, the head master tells the community that the primary school needs a new blackboard. There is no money left in the education budget to buy the blackboard because the cost of supplies for the year was higher than expected. The community sees that the children and the community as a whole will suffer and decides to hold a bring and buy to raise the needed money.

2. Sometimes we may see that a lot of small problems are really caused by one or two things.

   Examples: Bad water source. This problem can cause many different types of sicknesses. Each sickness is a different problem but the cause of all of them may be the same: bad water source. Poor nutrition. This problem may cause people to have many different types of health problems: big belly, slow growth, bad teeth, headaches, sores, coughs and flu. People don't always see that the real cause of many sicknesses is the type of foods they eat.

3. We have to look deep into some information and interpret it, as in the following example: Write this information from preliminary census reports on the board. Ask participants to discuss how this type of information can help them in doing a needs assessment.

Province	Year	Total	Men	Women
Temotu	1976	10, 945	5, 517	5, 428
	1986	14, 781	7, 268	7, 513
(Venga/ Nemba	1986	745	336	409)
Isabel	1976	10, 420	5, 282	5, 138
	1986	14, 616	7, 329	7, 287
(Sigana	1986	1, 176	556	620)
(Samasodu	1986	824	436	388)
Honiara	1976	14, 942	8, 905	6, 037
	1986	30, 413	17, 293	13, 120

Points to cover:

a. In 1976 there were more men in Temotu than women. Now there are more women than men. What does this mean? What kinds of problems might be caused by this change? For example, in the amount of work that has to be done? Who does it?

b. In Isabel there are more men that women but the two wards in our examples are very unbalanced. What might this mean for the two wards? What are the possible causes and what possible problems that might result?

c. In Honiara the shortage of women is high. The increase in population is also serious. What kinds of problems is Honiara going through? What might be the causes?

Step 5. Review Work Sheet 1. Explain that the team can use this form to write down the problems/needs and causes of them. It also includes important information about the problems. This information will help the community make decisions later about what problems are most important and should be solved. Therefore it is very important that the team state the problems/needs and causes clearly. The team should not try to list the problems/needs in order of priority. This is not the job of the needs assessment team.

Step 6. Ask participants how they would report back to the community, once they complete their analysis of the information gathered. Write ideas on the board and compare with the list below:

1. Prepare the needs assessment work sheet and perhaps a community map for each of the main problems affecting the community.

2. Explain that findings are:

   - not listed in order of priority (That is the next step, what the whole community must decide.)
   - based on all the tools that the team used and on information from everybody that they talked to
   - about problems that affect the community, not one or two individuals
   - not just a list of problems/needs but include information and facts about them to help the community make decisions
   - opportunities for change or improvement, not to criticize or spoil the community
   - about the groups and organizations in the community--what they have contributed and possible contributions to future development

3. Ask the community to correct any wrong information or add problems that may have been missed.

WORK SHEET 1

NEEDS ASSESSMENT WORK SHEET

VILLAGE________________

DATE______________

PROBLEMS & POSSIBLE CAUSES First write down the problem or need, then list the possible causes. Include all problems/needs and causes even if they seem rubbish.	**NUMBER OF PEOPLE AFFECTED?**	**FOR HOW LONG?**	**HOW BAD IS THE PROBLEM?** VERY BAD BAD NOT TOO BAD	**COMMUNITY DECIDES PRIORITIES** After community discusses whole list of problems, write the problems in order of importance.
				1. 2. 8.

6. Setting Priorities--What is most important?

TIME: 45 minutes

AIMS: By the end of this section participants will be able to:

1. Understand "priorities".
2. Identify guidelines for setting priorities.
3. Help communities decide which problems/needs are most important.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Black board and chalk.
2. Flip chart 7, "Priorities".
3. Flip chart 8, "Reaching Agreement".
4. Handout 9, "Deciding Priorities".

TRAINER OVERVIEW

One part of assessing our needs is to decide which one is most important, which one is second, third, and so forth. Here we look first at what "priorities" means and who decides what the community's priorities are. Then we talk about problems in reaching agreement and some points to weigh when deciding priorities. Last we look at how community extension workers can help the community make decisions.

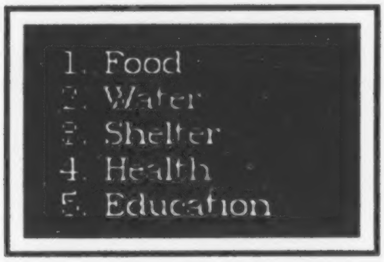
PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Write the items safety , food and water, and shelter on the board. Discuss the meanings of the words and explain that these seem to be the most important needs for most of us. Ask each participant to decide which of these three items is most important to him/her. Then have a vote: count the number of participants who choose safety, food and water, or shelter as most important.

Step 3. Review flip chart 7 and discuss meaning of the word priorities.

Flip Chart 7



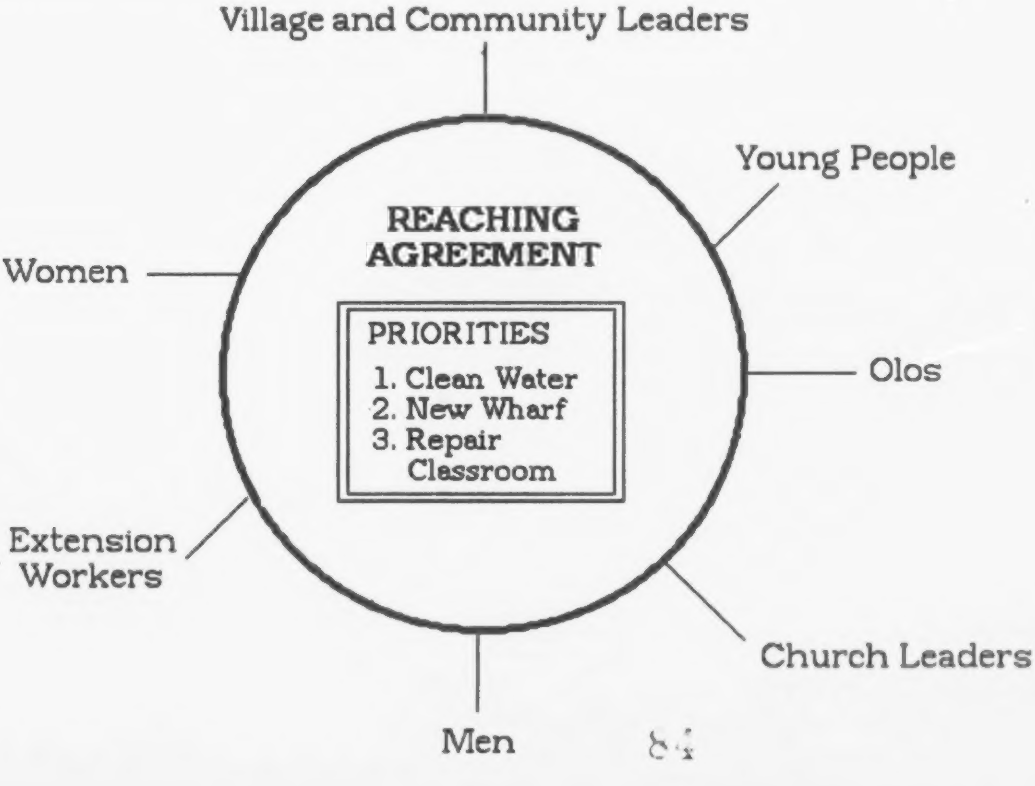
1. Food
2. Water
3. Shelter
4. Health
5. Education

Priorities = **the things which are most important to us.**

Setting priorities = **deciding what is most important.**

Step 4. Review flip chart 8.

Flip Chart 8


Village and Community Leaders
Young People
REACHING AGREEMENT
PRIORITIES
1. Clean Water
2. New Wharf
3. Repair Classroom
Women
Olos
Extension Workers
Church Leaders
Men

Step 5. Explain that deciding priorities really means that the community reaches agreement about what are the most important problems for action to solve them. Discuss these questions:

1. Who makes the decision as to what are the community's priorities? Can we refuse to work with a community if one leader or section of the community wants to decide for the whole community?

2. Is it easy for people to agree about priorities?

Points to cover:

1. As we saw in the studies about successful project, it is better when the whole community participates in making decisions.

2. Sometimes the whole community is affected by a problem/need and the problem is serious. Then it may be easy for the community to agree on priorities. Most of the time, some people think one problem is most important while other people think a different problem is most important. When this is the case, it may take a lot of discussion and thought before the community comes to an agreement. These discussions are called negotiations and an agreement is called a compromise.

3. After interviewing families and other groups in the community, the community extension worker may want to meet with small groups before meeting with the whole community. This will give the community extension worker a chance to prepare different sections of the community for the information and help these sections to think about the priorities. In other words, we can try to help the community come to agreement.

Step 6. Ask group for ideas about guidelines that could be used to choose priorities. Write ideas on board, then compare with handout 9. Review and discuss handout 9.

HANDOUT 9

DECIDING PRIORITIES

HOW EXTENSION WORKERS CAN HELP A COMMUNITY DECIDE WHAT ARE ITS MOST IMPORTANT NEEDS AND PROBLEMS

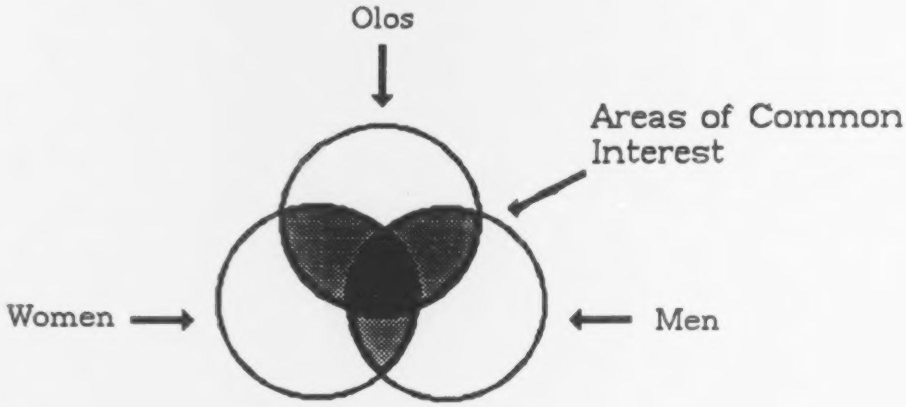
Look over list of needs and problems

Meet with small groups in the community to discuss list of needs and which are most important. Share guidelines with groups.

Suggest that community leaders organize a meeting of the whole community to discuss and agree on priorities.

Some guidelines for deciding priorities:

- Where is the problem/need occurring?
- How serious is the problem/need?
- Who in the community suffers because of the problem? Everyone? Men? Women? Children?
- How many people are affected?
- How long have people been affected by the problem?
- What problems can the community agree to work on together to solve?



7. Community Meetings

TIME: $1^1/_2$ hours

AIMS: By the end of this section participants will be able to:

1. Understand how community meetings fit into the team method.
2. Conduct community meetings using the team method.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Black board and chalk.
2. Handout 3, "Team Method of Doing a Needs Assessment".
2. Handout 5, "Tools for Gathering Information".
3. Large pieces of paper and marking pens.

TRAINER OVERVIEW

Community meetings are an important part of the team method because it is in these meetings that the team, community leaders and the whole community can share information and discuss problems/ needs, etc. Here we review steps 2, 5 and 7 of the team method. Then participants prepare agendas for each of the meetings and practice for the community meeting (step 2 of the team method) in the village practical.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2 Review handout 3. Note that steps 2, 5 and 7 involve community meetings. Help participants to get a feeling about what would happen in each of the meetings.

Step 3. Review point 5 on handout 5. Ask them if they agree about the benefits of community meetings. Note that meetings can also provide an opportunity for extension workers and/or community leaders to:

- share information about problems/needs and help people in the community understand them better
- help the community develop skills that will help them to understand the problems/needs and causes better and understand how to sort them out so that they can reach agreement about priorities

Step 4. Have the participants join their teams for about 30-45 minutes and prepare sample agendas for the things they would talk about in each of the community meetings. Give them large pieces of paper and marking pens for the agendas. Explain that one of the teams will be asked to give a demonstration of how they will lead the community meeting for step 2 of the team method for the village practical.

Ask teams to discuss problems that can come up in community meetings. Suggest that team members with experience organizing and running community meetings share problems they have experienced and help the team discuss ways to handle these problems.

Write the following questions on the blackboard and suggest that teams use them to help them get started:

1. Are they clear about the aim of each meeting?

2. What are the main things that will happen in each meeting?

3. Who should lead each meeting and who should take part? (Suggest that more than one team member should take the part in the meetings, especially step 5.)

Step 5. Have group come back together. Ask one of the teams to demonstrate how it plans to conduct the community meeting for the village practical.

Step 6. Have teams come back and share their agendas with the whole group. Suggest that each team may want to look at agendas of other teams and change or expand theirs.

D. The Field Visit

TIME: 6-8 hours

AIMS: By the end of this section participants will be able to:

1. Carry out steps 1-4 of the team method.
2. Prepare a report of findings for the village visited.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Arrange for lunches for participants while in villages.

MATERIALS:

1. Blackboard and chalk.
2. Handout 10, "Planning a Needs Assessment or Evaluation".
3. Handout 11, "Sample Needs Assessment Plan".
4. Handout 12, "Sample Needs Assessment Work Sheet".
5. Work Sheet 1, "Needs Assessment Worksheet".
6. Large pieces of paper and marking pens.

TRAINER OVERVIEW

Participants go out to a village for a "real" test of the team method. When they come back, they finish their analysis of information and prepare a report of findings for the village. One of the teams presents its findings to the "community" (rest of the group).

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Review handout 10.

Step 3. Have participants join their teams and finish planning the village practical. Advise them to use handout 10. Write the following points on the board and ask the teams to review them as they do the planning:

1. Is everybody clear about what they will do in the village? For example, who will let the chief know the team has arrived and find out if anyone from the community will join the team?

2. Does every member of the team have a part in the needs assessment? Does everyone know what he/she will do?

3. Have they selected a mixed and balanced sample of people to talk to so that they will get a true picture?

4. Are they all satisfied with the questions they have decided to ask? Will they get a true picture of the problems and needs of the community?

Step 4. Have participants come back together. Ask each team to share their needs assessment plan. Discuss the plans, then review handout 11.

Step 5. Go to village and do needs assessment.

Step 6. After the village practical, have whole group come back together. Review the points covered in section C. 5, steps 4, 5, and 6 (on pages 59-61) and handout 12. Have teams get together again to finish the analysis of information and prepare their reports. Each team must decide how its report will get back to the village it visited. Suggest that the teams select one of the people on the team to take responsibility for reporting back to the village. Advise group that one of the teams will be chosen to report back to the the rest of the group who will act as the "community".

Step 7. Have one of the teams report to the "community".

Step.8. Ask participants to discuss how they think the team method worked for them. Did they have any problems using the tools? Also ask if they got the type of information that they would need for their work. Could they work with the village they assessed? Did they have any trouble analyzing the information.

Step 9. Ask participants to discuss the good sides and bad sides of using a team to do the needs assessment. Write on the board and compare with the points on the next page:

GOOD	BAD
• community participates (people who live with the problems) • helps community leaders to improve skills	• may take more time before a "project" begins • involves a lot of people and may be harder to reach agreement
• coordinates efforts of community and extension workers to save time.	• depends on cooperation of team members
• gets better information because the team: * gathers information from a mix of people * uses a mix of tools * uses skills and experiences of a mix of people to analyze problems	• depends on openness of community • depends on willingness of community members to contribute ideas
• whole community decides problems/needs are most important for action	
• involves ordinary people in needs assessment and stimulates interest in solving problems	
• results in better planning because of: * better information * better analysis	
• builds community's skills	

HANDOUT 10

PLANNING A NEEDS ASSESSMENT OR EVALUATION

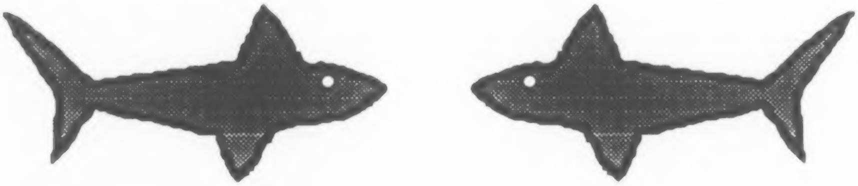
HOW EXTENSION WORKERS CAN HELP A COMMUNITY PLAN A NEEDS ASSESSMENT OR A PROJECT EVALUATION

The community chooses a few people to be on the TEAM

↓

The TEAM answers the following questions:

1. What do we want to find out and why?
2. What is our action plan?
    - what tools can we use?
    - who on the team will do what?
    - when will the work be done?
3. Will it cost us anything?
4. Who does the TEAM report to?



HANDOUT 11

SAMPLE NEEDS ASSESSMENT PLAN

1. Aim (general idea)--What do we want to find out and why?

We want to find out what the problems in Farawe Vilij are and what are the possible causes. Why? Because the chief asked for help at the last Area Council meeting.

2. Action plan--Who on the team will do what? What tools will be used? When will the work be done?

TOOLS	TEAM MEMBERS	DATES
1. Reports and records	John R. & Mary P.	15-16 Sept.
2. Community meetings	Chief Dudley & John R.	19-21 Sept.
3. Observation	Everyone	19-21 Sept.
4. Community profile	John R., Walter R., Chief Dudley.	19-20 Sept.
5. Interviews/discussions	Mary P., David T. & Walter R.	19-20 Sept.
6. Maps	Fred K. & Joe W.	19 Sept.

3. Will it cost us anything?

Petrol mix	20 gals x $5.00	=	$100.00
Travel allowance	2 nights x 2 people x $10.00	=	40.00
			$140.00

Source: Provincial Government

4. Who do we report to and when?

At the village meeting on 21 September. A written report for the Area Council and Provincial Government will be prepared for that same date.

WORK SHEET 1

SAMPLE NEEDS ASSESSMENT WORK SHEET

VILLAGE Farawe Vilij

DATE 20 September

PROBLEMS & POSSIBLE CAUSES First write down the problem or need, then list the possible causes. Include all problems/needs and causes even if they seem rubbish.	NUMBER OF PEOPLE AFFECTED?	FOR HOW LONG?	HOW BAD IS THE PROBLEM? VERY BAD BAD NOT TOO BAD	COMMUNITY DECIDES PRIORITIES After community discusses whole list of problems, write the problems in order of importance.
☐ Unable to get fish to market. Possible causes: • no ice • no transport	20	New	Not too bad	1. 2. 8.
☐ Young educated people leaving village. Possible causes: • few jobs • lack of social activities • education not appropriate	85	New	Very bad	
☐ Water supply short during dry season. Possible causes: • river dries up • tap broken/tank leaks • not enough storage	67	Old	Very bad	

Part 3. Project Planning--How do we solve the problem? How do we plan to get the work done? How much will it cost?

TIME: 8 hours (This is the total time for Part 3. Time for each section is given separately.)

AIMS: By the end of Part 3 participants will be able to:

1. Prepare a project plan that includes:
    a. Problem statement
    b. Project aim
    c. Project objectives
    d. Action plan
    e. Budget, labor and materials list
    f. Monitoring schedule
    g. Evaluation plan
2. Help communities to:
    a. Form project planning and project management teams
    b. Solve problems
    c. Set clear and reasonable objectives
    d. Use objectives to measure the success of a project
    e. Develop an action plan and budget
    f. Test the project plan
3. Use work sheets when asking for outside help.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

See each section.

PROCEDURE:

Follow steps in each section.

A. Problem Solving

TIME: $1^1/_2$ hours

AIMS: By the end of this section participants will be able to:

1. Review problem statements.
2. List possible solutions for each real cause of the problem.
3. Weigh the good side and bad side of each possible solution.
4. Select the best solution.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Handout 1, "Steps in the Life of a Project".
3. Handout 13, "Problem Solving Steps".
4. Flip chart 5, "Who Should Be on the Team?"
5. Flip chart 9, "Problem Solving Tree".
6. Flip chart 10, "Problem Solving Example".
7. Large pieces of paper and marking pens.

TRAINER OVERVIEW

Here we look at some steps to follow in deciding how to solve the community's priority problem. After three group exercises, each team tries to "solve" a problem it found during the needs assessment practical. The team reviews the statement of problem and causes to see if the statement is clear enough and if the real causes were found. Team members list possible solutions for the cause(s) and then the good sides and bad sides of each possible solution. Finally team members select the "best" solution.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Review handout 1. Explain that we are now at the problem solving step. The community has decided what its needs and problems are. The people have also decided which problems and needs are most important and which one they want to solve first.

Step 3. Ask participants: Who should discuss possible solutions and choose or recommend a solution to the community? If it is the community, who decides which people will be on the "problem solving" or planning team? What guidelines should we follow in selecting the members of the team? How can extension workers help communities select the "right" solution to their priority problem. Points to cover:

1. If the community is to feel that it "owns" the solution, then the community must participate in the problem solving steps.

2. We can use the same guidelines we came up with for selecting members of the needs assessment team (flip chart 5). In addition, we may have noticed some people during the needs assessment who are really interested in solving the problem We may want to suggest that these people be on the planning team.

3. The team that helps select a solution should be small. Most people are too busy to spend the long hours that will be required. It is also difficult to work in large groups. And the team will not make the final decision--it will bring ideas and recommendations back to the whole community for approval.

4. Extension workers should act as advisors, just as in the needs assessment.

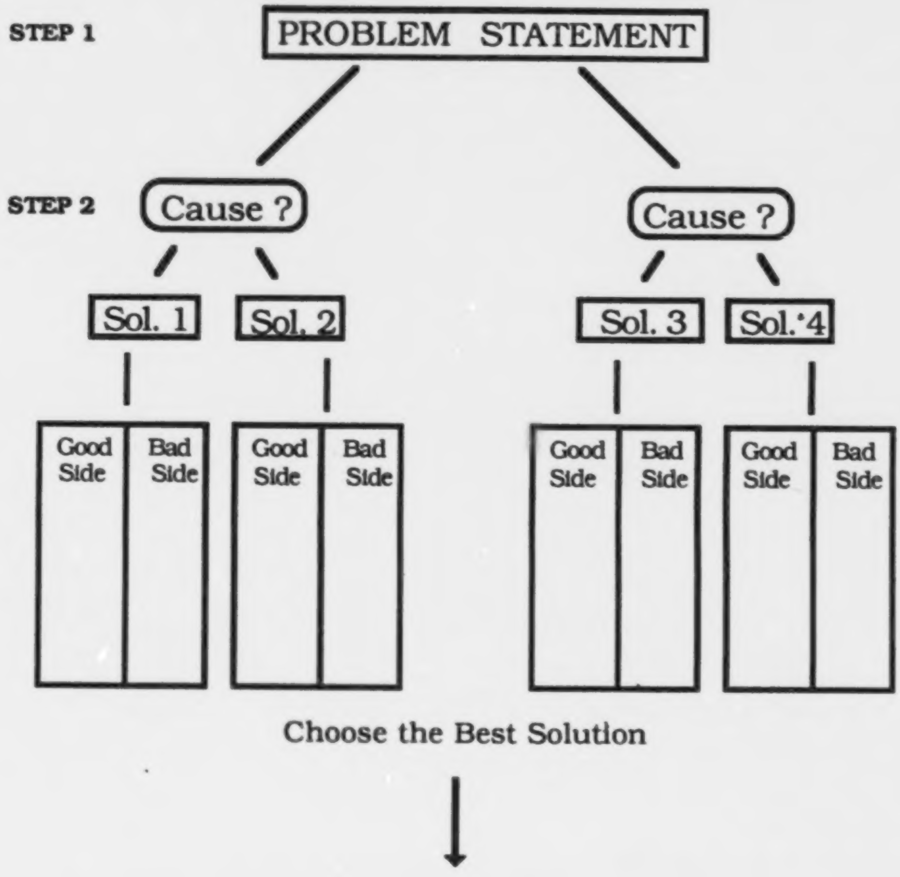
Step 4. Review handout 13. Discuss. Compare points 1 and 2 in step 2 and point 1 in step 3 Ask group: Why is it good to encourage such ideas? Why should we not make judgments right away? Points to cover:

- We want to review all possible solutions so that we don't miss anything.
- We often reject ideas before thinking about them carefully. Ideas that seem crazy at first sometimes look more reasonable when we look at them closely.
- The "rubbish" idea may not be accepted but it may give someone else an idea that is really good.
- This part of problem solving is called "brainstorming".

Step 5. Review flip chart 9. Explain that the causes of a problem are like the roots of a tree: we must dig down to find the right root, the one that is really causing the problem. Once we find the right cause, we can fit the solution to the cause.

Flip Chart 9

PROBLEM SOLVING TREE


STEP 1
PROBLEM STATEMENT
STEP 2
Cause ?
Cause ?
Sol. 1
Sol. 2
Sol. 3
Sol. 4
Good Side
Bad Side
Good Side
Bad Side
Good Side
Bad Side
Good Side
Bad Side
Choose the Best Solution

PROJECT IDEA !!!

Step 6. Ask the participants to think about the problem exercise they did earlier in the workshop. Also ask them to think about their experiences in doing the needs assessment in the village. Were they going through steps 1 and 2 of the problem solving tree? (If we have done our needs assessment correctly, we will already have finished steps 1 and 2.)

Step 7. Review and discuss flip chart 10.

Flip Chart 10

PROBLEM SOLVING EXAMPLE

1. PROBLEM STATEMENT

We agreed to catch fish for the feast and we do not have transport.

↓

2. CAUSE

Our outboard motor broke down yesterday.

↓

3. POSSIBLE SOLUTIONS

1. Repair Engine

Cost = $200

Good Side	Bad Side
1. Need to repair motor any way.	1. Don't have $200.
2. Won't waste money.	2. Motor will not be ready.

2. Hire Engine

Cost = $25

Good Side	Bad Side
1. Have $25	1. Waste of money.
2. John has motor for hire.	2. John lives 5 miles away.

3. Go with Josiah and share cost of petrol

Cost = $10

Good Side	Bad Side
1. Lowest cost.	1. Must share catch.
2. Josiah is planning to go out on Saturday.	2. Jos may change his mind.

↓

4. DECISION

1. Try Josiah first.
2. Hire engine if Josiah is not going out.

Points to cover:

1. The problem statement must explain the problem clearly. The statement must be as specific as possible. Remember the guidelines for deciding priorities in handout 9? All of these things must be covered in the statement of the problem.

2. After we discuss all of the possible causes in step 2, we must decide what the real cause (or causes) of the problem is.

3. In step 3, we must look at possible solutions for each one of the causes. The solutions must fit the causes.

4. When listing the good and bad sides of each possible solution, we must be sure to weigh the same points for each one. For example: possible cost, how well it will solve the problem, willingness of people to accept it, time it will take, if community has the skills to do the work, etc.

Step 8. Have each team choose one of the problems that came up in the village practical to work on now. Give each team a large piece of paper and a marking pen. Ask them to follow the problem solving steps, writing down each step on the large piece of paper. Tell them to spend about 1 hour on this exercise. Suggest that they should not do these things:

- blame specific people for a problem
- mix problems
- discourage ideas because they seem rubbish at first
- make judgments about how good a possible solution is until they have listed all ideas for solving the problem

Step 9. When the group comes back together, have each team hang its problem sheets on the wall and report back. Discuss. Ask participants how they felt about the steps. Did they go back and change the problem statement? Did they find that they really needed more information about some things? Points to make:

1. The problem statement can change during problem solving discussions. That is okay because we want to clarify the problem and make sure we are trying to solve the right one.

2. The process may take several meetings. We often need to collect more information and time to think.

Step 10. Ask the group what they think we would do after we reach the decision point in problem solving. Do we now have a possible project?

Step 11. Ask each team if they considered future needs and the community development plan when they made a decision. Ask group to discuss how action on needs/problems should fit into the community's plans for the future. Example: If we need a water supply now and we believe that our population will increase a lot in the next five years, what kind of water supply plan should we make?

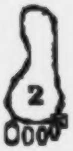
Plan ahead

HANDOUT 13

PROBLEM SOLVING STEPS

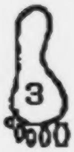
PROBLEM STATEMENT-- from needs assessment

Talk about the problem more to make sure that everyone understands what the problem is. You may need to write it again so that everyone can agree with it.



CAUSE OR CAUSES OF THE PROBLEM-- from needs assessment

1. List possible causes found during needs assessment.
2. Ask for any other ideas about possible cause, even if they seem rubbish.
3. Try to decide what really causes the problem. There may be more than one cause and you may need to think again about what the problem really is.
4. Decide which of the causes you will recommend that the community try to solve.



POSSIBLE SOLUTIONS--what action can the community take to do something about the problem?

1. Ask for all ideas about possible solutions, even if they seem rubbish.
2. List the good side and the bad side of each possible solution.

CHOOSE THE BEST SOLUTION

There may be more than one acceptable solution. We can test the solutions by asking these questions:

1. Will it really solve the problem?
2. Can the community do it?
3. Will the community approve of the solution?

PROJECT IDEA ! ! !

B. Planning

TIME: 1 hour

AIMS: By the end of this section participants will be able to:

1. Understand the meaning of planning.
2. List the main parts of a good project plan.
3. Help communities to start planning projects.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 11, "7 Planning Helper Questions".
3. Handout 14, "Planning the Project".
4. Handout 15, "Sample Project Plan".

TRAINER OVERVIEW

Here we give participants an overview of what a plan is and the parts of a plan. We look at 7 planning helpers and the main steps in developing a plan. Finally we talk about how extension workers can help communities plan projects.

PROCEDURE:

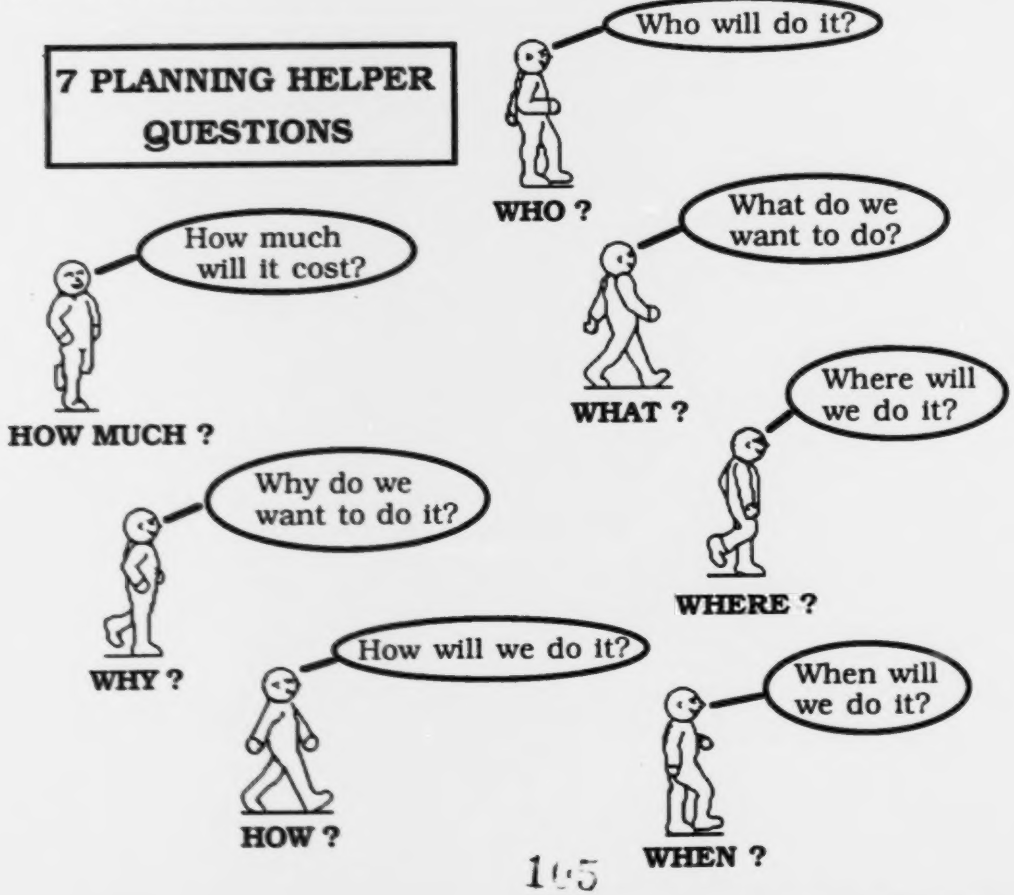
Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that we have now reached the step of helping the community to plan its project. This is sometimes called project design.

Step 3. Ask participants what they think a plan is. Points to cover:

- A plan is a road to follow.
- Planning is thinking ahead, about the future.
- A good plan must have a clear aim--to keep clear in our minds where we are going so that we don't get lost along the road.
- Planning helps us organize our thoughts and then our actions.
- A plan is a list of things we need to do, in the right order, to achieve our aim.
- A plan gives us a way to do what we need to do with the resources we have available: time, people, materials, etc.
- Sometimes we plan carefully, sometimes we don't. When the things we have to do are important or complicated, we need to do very careful planning.
- A good plan must answer the 7 planning helper questions that we see on flip chart 11.

Flip Chart 11


7 PLANNING HELPER QUESTIONS
Who will do it?
WHO ?
How much will it cost?
HOW MUCH ?
What do we want to do?
WHAT ?
Where will we do it?
WHERE ?
Why do we want to do it?
WHY ?
How will we do it?
HOW ?
When will we do it?
WHEN ?

Step 4. Ask participants for examples of planning that we all do. Some examples are: bazaars, feasts, marriages, trips, giving our children a good education, etc.

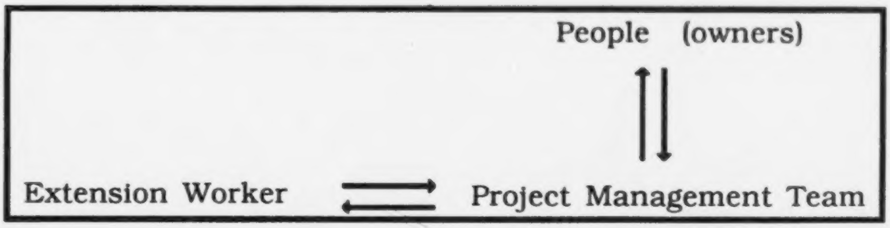
Step 5. Review and discuss handout 14.

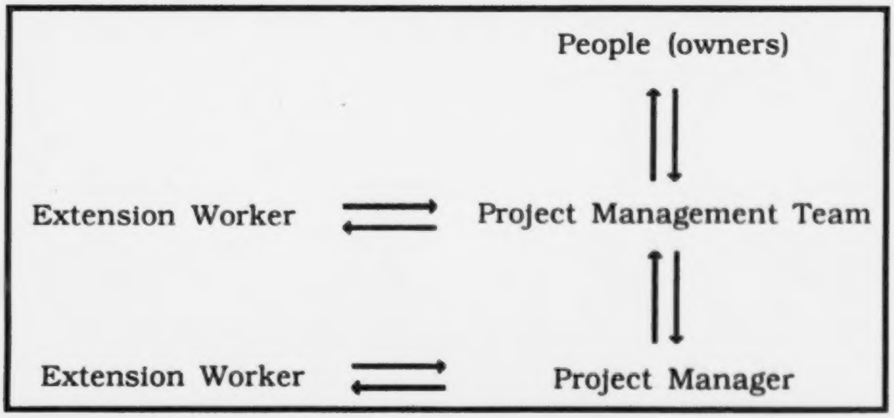
Step 6. Ask participants how extension workers can help communities plan projects. Points to cover:

1. The first thing that extension workers may want to do is suggest that the community choose a few people to plan the project. The "planning team" may be one of the village committees or be the same people who were on the needs assessment team and helped select the best solution. Again we want to keep in mind the people who are really interested in solving the problem.

2. The planning team may need some advice about what steps to follow in planning a project. An extension worker can suggest the steps we have talked about here. There is usually a lot of going back and forth between steps but the steps give us a good order of things to do.

3. Extension workers can also give the planning team some ideas about managing the project--a committee or one person? and who will review the project (monitor it)? Here are a couple of possible ways to organize for the project:

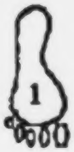

People (owners)
Extension Worker
Project Management Team


People (owners)
Extension Worker
Project Management Team
Extension Worker
Project Manager

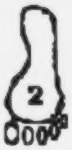
Step 6. Review handout 15.

HANDOUT 14

PLANNING THE PROJECT

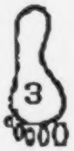


The community chooses a few people to serve on the PROJECT PLANNING TEAM or selects one of the village committees to act as the planning team.



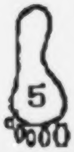
The Project Planning Team prepares a PLAN that includes the following things:

- A statement of the problem we want to solve and what is causing the problem.
- The aim of the project and who will benefit from the project.
- The objectives/targets that we want to achieve and when we expect to finish.
- An Action Plan Work Sheet.
- A budget (work sheets for Materials and Supplies, Labor and Budget Summary).
- A list of who is on the Project Management Team and a monitoring schedule.
- An Evaluation Plan.



The Project Planning Team tests the plan.

The whole community approves the plan.



The Project Planning Team prepares a proposal for financial or technical assistance, if needed.

REMEMBER THE 7 PLANNING HELPER QUESTIONS !!!

WHO? WHAT? WHERE? WHEN? WHY? HOW? HOW MUCH?

HANDOUT 15

SAMPLE PROJECT PLAN

1. What is the problem we want to solve and what is causing it?
(From Needs Assessment and Problem Solving)

Water is short in the dry season in Farawe Village.

2 What is the aim of the project and who will benefit from the project?

Provide the south side of the village with a year-round supply of clean water.

3. What do we want to achieve and when do we expect to finish?

By the end of the year, we in the south side of Farawe Village will build an 850 gallon ferrocement water tank at the Young Boy's house.

4. Action Plan

See attached Action Plan Work Sheet.

5. Budget, Labor and Materials

See attached work sheets for Materials and Supplies, Labor and Budget Summary.

6. Project Management Team and Monitoring Schedule

Project management team: Johnson
Lawrence G.
Chief Bradley

Monitoring schedule: management team will meet every week to review progress and report back to the community once a month.

7. Evaluation Plan

The project management committee, environmental health officer, and the area council member will measure the success of the project. They will do the evaluation at the end of the 10th week to see if we met our objectives.

C. Project Goals and Objectives

TIME: $2\text{-}2^{1}/_{2}$ hours

AIMS: By the end of this section participants will be able to:

1. Explain what "goals" and "objectives" mean.
2. Set reasonable objectives for a project and use them to measure the success of a project.
3. Use problem statements, aims and objectives in project planning.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 12, "What We Do Follows from Our Aims!".
3. Handout 14, "Planning the Project".
4. Large pieces of paper and marking pens.

TRAINER OVERVIEW

Many projects fail because the planners did not state clear goals or objectives for the project. Here we look at the meaning of goals (aims) and objectives (targets), then go through a couple of exercises to help participants understand these important concepts better. Finally we have the teams start planning their "projects".

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that "goals" and "objectives" are technical concepts used by planners. We need to understand what they mean and the difference between them. These two concepts will help us make good, clear plans.

Step 3. Review flip chart 12. Explain that a goal is like an aim and an objective is like a target. The 7 planning helper questions make it easier for us to write clear aims and targets. We can test our aims and objectives by going through each one of these helper questions. If we don't find the answer, we know we missed something.

Flip Chart 12

WHAT WE DO FOLLOWS FROM OUR AIM!

We must have a clear aim!

Goal (Aim) = a statement that gives the general idea of what we want to do and why

Objectives (Targets) = a statement of how much we plan to do to achieve our aim and when we plan to finish:

- reasonable (not too high or too low)
- clear and tells us:
  - who?
  - what?
  - where?
  - when?
  - how?
  - how much?
- used to measure success of project

Step 4. Write the following statements on the board.

Project Idea	We want to go to the island.
Project Aim	We want to go to the island on Saturday to celebrate the end of the workshop.
Project Objective	12-15 workshop participants will go to Savo Island at 9:00 a.m. on Saturday by canoe with enough food, cooking pots, fishing equipment and sports equipment to have good time.

Ask participants to discuss these questions:

1. Does the project idea tell us very much?
2. Which of the 7 planning helper questions does the aim statement answer?
3. Does the objective statement give us all or most of the important information we need to know? Which of our helper questions does it answer?
4. Which of the statements could we use to measure the success of our project? Note that "enough" is not really clear nor is "good time". How will we measure them?
5. Could we have more than one objective of a project? Points to make:
    - the bigger and more complicated the project, the more objectives we might have
    - we might want to divide a big project into several small projects or stages and have an objective for each one
6. How do clear objectives help a project?

Step 5. Write the the following aim and two objectives on the board. Ask participants which of the objectives is better and why:

Aim: We want to improve sanitation in the community.

Objective 1. We will build some latrines and teach some people about them.

Objective 2. By the end of the year, we in Kumara village will:

1. put in 3 pit latrines.
2. teach 20 households how to use and maintain the latrines.

Step 6. Read the following examples to participants to show how aims and objectives fit together. Ask if both objectives follow the aim.

AIM: We want to expand the water supply in Matawa village.

Objective 1. By June next year, we in Matawa village want to expand the water supply from the spring to the village. We will also add 10 standpipes to serve 30 households.

~~**Objective 2.** We will build 2 pit toilets.~~ (Does not follow aim.)

Step 7. Ask participants for ideas about ways to make objectives reasonable. Do we/the community want to set objectives high? Low? What if they are high? What if they are low? What is reasonable? How will we know? Will we make mistakes in judging what is reasonable?

Step 8. Explain that when the people on the planning team write project objectives, they also want to think about how to measure the success of the project (evaluate it). They don't have to decide what techniques they will use to evaluate their efforts yet but they must be clear about what they want to do and how they will measure their efforts. Some questions for the planning team to ask are: How much do we expect to do? How well? When do we expect to finish? How many people will be involved? Who will really benefit from the project?

Step 9. Divide the group into teams again. Explain that each team is to act as the planning team for the problem and solution that they worked on in the problem solving exercise. They should spend about 1 hour answering questions 1-3 on handout 15 and then write their answers on a large piece of paper. Advise them that the problem statements may need more work for everyone on the team to agree to them.

Step 10. Have each team share its problem statement, aims and objectives with the group.

D. Action Plan

TIME: $1^{1}/_{2}$- 2 hours

AIMS: By the end of this section participants will be able to:

1. Prepare an action plan.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Work Sheet 2, "Action Plan Work Sheet".
3. Handout 16, "Sample Action Plan".

TRAINER OVERVIEW

The action plan is the heart of the project and the key to a well organized project. People who run the project will benefit or suffer because of the efforts spent on this part of the project plan. Here we look at the main things in an action plan--who will do what, when and with what materials. We look at an action plan work sheet and explain how to use a planning calendar. Then participants prepare action plans for their "projects".

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that the action plan is the heart of a project plan and gives the details of what needs to be done to achieve the aims of the project. The action plan helps us organize our work by listing:

- activities that must be completed and in what order
- who will do the work
- what materials are needed
- when things must be done

Ask participants if they have been involved with projects that had good action plans and bad action plans. What happens if the action plan is good? If it is bad? Write ideas on the board and compare with the list on next page.

1. Bad action plan:

- wasted time
- short of money
- people cross
- project not finished
- people give up
- short of materials
- leaders cross
- mistakes
- no interest or support for future projects

2. Good action plan:

opposite of bad action plan!

Step 3. Review and discuss Work Sheet 2. Points to cover:

1. The first step in making an Action Plan is for the planning team to "brainstorm" a list of activities that will achieve the objectives of the project. Then the team must decide which activities are really needed and in what order they must be carried out. This could be a time when the team will need technical advice from the "outside" if no one in the community has experience with the kind of project being planned.

2. Ask participants if they have used a planning calendar. Explain that it can be used instead of writing a list with the months and days that activities in a project will be done. The planning calendar on this work sheet can be used for either weeks or months. For example:

Week ending date	Number on planning calendar
January 8	week 1
January 15	week 2
January 22	week 3
January 29	week 4

Week ending date	Number on planning calendar
January 29	month 1
February 26	month 2
March 25	month 3
April 29	month 4

3. Be specific when identifying the people who will be responsible for doing the work. If possible, identify people by name. It is especially important to list the name of the leader of each activity.

Step 4. Have teams complete an Action Plan Work Sheet for their projects. Tell them to spend about 1 hour, then come back together.

Step 5. Have teams share their action plans.

Step 6. Review and discuss handout 16.

WORK SHEET 2

ACTION PLAN WORK SHEET

OBJECTIVE ____________________ DATE ____________

What to Do? (Activities)	When to Start and Finish? (Weeks or Months)										Who Will Do It?	What Materials Are Needed?
	1	2	3	4	5	6	7	8	9	10	Leaders / Workers	

WORK SHEET 2

SAMPLE ACTION PLAN WORK SHEET

OBJECTIVE Build 850 gallon water tank

DATE 30 September

What to Do? (Activities)	When to Start and Finish? (Weeks or Months)										Who Will Do It?		What Materials Are Needed?
	1	2	3	4	5	6	7	8	9	10	Leaders	Workers	
1. Collect sand and gravel	■	■	■	■	■						Johnson	Boys Club	Spades, copra/rice bags, sand and gravel
2. Order FSP's tank mold, cement and other materials for activity 4		■									Lawrence		List of materials for activity 4, money, paper and stamps
3. Transport mold and materials from Lumi Station						■					Chief Bradley	Boys Club	Canoe, motor petrol and mix
4. Build tank							■	■			Lawrence	Boys Club	Spades, cement, tap, sand, gravel, mold, pipe, gutters and tools
5. Maintenance									■	→	Lawrence	Boys Club	Spanner and washers

E. Budget--What do we need? How much will it cost?

TIME: 3 hours

AIMS: By the end of this section participants will be able to:

1. Use the following budget work sheets:
    a. Materials and Supplies
    b. Labor
    c. Budget Summary
2. Help communities prepare project budgets.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Work out a couple of examples with costs of items to show how to use the work sheets 3 and 4 in Step 10.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 13, "What is a Budget?"
3. Handout 14, "Planning the Project".
4. Handout 17, "What Is a Budget????"
5. Handout 18, "Sample Materials and Supplies Work Sheet".
6. Handout 19, "Sample Labor Work Sheet".
7. Handout 20, "Sample Budget Summary Work Sheet".
8. Work Sheet 3, "Materials and Supplies Work Sheet".
9. Work Sheet 4, "Labor Work Sheet".
10. Work Sheet 5, "Budget Summary Work Sheet".

TRAINER OVERVIEW

Here we look at how to develop a project budget. We talk about resources needed for a project, how to find out what they will cost and how to get them. We look at the main parts of a budget: materials and supplies, labor and other items. Participants then plan their "projects" using work sheets for materials and supplies, labor and budget summary.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Review item 5 on handout 14. Explain that a budget is part of the project plan.

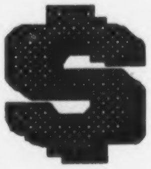
Step 3. Ask participants what they think a budget is. Write ideas on the board, then compare with the flip chart 13.

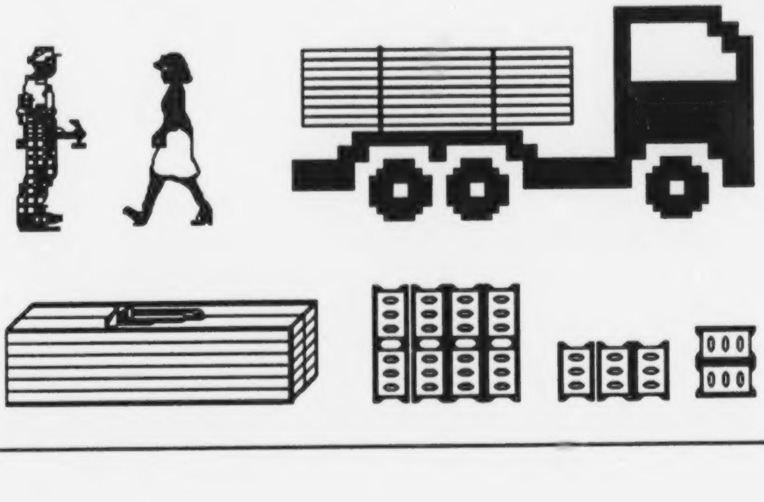
Flip Chart 13

WHAT IS A BUDGET?

1. A **money plan** for a period of time, a year, a project, a bazaar. It tells us how we will spend our money and how we hope to get our money. Like any plan, it follows our aims and objectives!
2. A **guide**--to help us make decisions about how to spend project money. For example, buy materials, pay for transport, etc.
3. An **estimate** or guess--we are planning for the future. Sometimes the costs of our materials or other items will increase suddenly. Our budget should be our best guess.
4. A budget has two sides: what comes in (income) and what goes out (expenses). The two sides must be equal.
5. A budget is **not** a way of doing accounting. Accounting is done once we receive money and is our way of keeping records of what money comes in and how we spend it.

EXPENSES cannot be more than INCOME





Step 4. Ask group to think about how to start making up a budget. What do we look at first--how much money we think the community can get? or do we make a list of the things we will need to do our project? Points to cover:

1. It is best to start by listing the things we think we will need--brainstorm like we did for problem solving. We want a very complete list.
2. Once we have this list, we can review it and ask ourselves if we really need everything.
3. Once we have a list of the things we think we will really need, we find out what these things will cost.
4. Then we add up everything and whistle because the project will cost more than we thought!
5. Maybe we now have to ask ourselves if we are practical in our plans. For example, do we need a $2.00 biro if a biro that costs 60 cents will meet our needs. We also want to solve the problem for a long time if we can. If the cost of the right solution is high, we may have to work harder to get the materials and other things we need for the project but we will be really satisfied when we finish.

Step 5. Ask participants what they think of when they hear the word "resources". What are "resources"? Write ideas on the board, then compare with the list below:

- people
- time
- information
- skills
- money, loans
- tools
- land
- services
- materials
- equipment
- labor
- natural resources like forests, minerals, fish

Step 6. Ask participants to share ideas about where to get each of the resources listed in step 5. Also how can they help the community to find the resources they need? Write ideas on the board.

Step 7. Ask participants: What are some sources of cash money? Write list on board and compare:

- loans
- fees
- fund raising
- shares
- contributions
- grants
- applications for aid--private organizations, churches, government, High Commissions

Step 8. Ask participants: What are some ways the community can raise funds? Write ideas on the board and compare:

- bazaars
- bring-and-buys
- work "unions"
- concerts
- sports competitions
- form groups "Friends of....."
- raffles
- appeals for donations
- plays
- matching funds

Step 9. Review Work Sheets 3 and 4. Ask participants how they find out about the cost of things needed for projects and how many of each thing is needed. Write ideas on board and compare:

- works department
- planning officer
- newspapers
- boss
- storekeepers
- friends
- extension workers

Step 10. Work out some examples of costs for the two work sheets to show participants how to use the work sheets.

Step 11. Explain that we must also list things we have already, even if they are "free". Ask participants why we would list these things in a budget. Isn't a budget just for things that cost money? Points to cover:

1. We want the budget to be a complete list of everything we need for the project.

2. The labor and materials or other things that people give to a project have value. We can put a price on them by asking this question: how much will it cost if we have to pay for these things?

3. If the people in the community have to ask for outside help, they must show that they have made a contribution to the project. Any contributions that the community makes should show up in the budget.

4. We need to know what the total cost of the project will be. If someone promises to give something to the project but then changes his/her mind, the community may have to pay for it to finish the project.

Step 12. Review and discuss Work Sheet 5. Explain that Work Sheets 3 and 4 can help us complete Work Sheet 5. Use the examples from step 10 to show participants how to complete Work Sheet 5.

Step 13. Review and discuss handout 17. Ask participants to share their experiences in using local resources and resources from outside. Ask: How can aid spoil a project? When is aid most helpful? What did we find out about using local resources and successful projects? (Handout 2).

Step 14. Have teams spend about 1 hour completing their project budgets. Suggest that they work on materials first and then labor before doing the full budget. When they have finished, have them come back together and share results. Review and discuss handouts 18, 19, and 20.

Step 15. Have participants look again at item 5 on handout 15. Explain that the work sheets are their "budget" and part of the project plan.

HANDOUT 17

WHAT IS A BUDGET?????

How do we start making up a budget?

1. It is best to start by listing all of the things we think we will need. We want a very complete list.
2. Once we have this list, we can review it and ask ourselves if we really need everything.
3. When we have a list of the things we think we will really need, we find out what these things will cost.
4. Then we add up everything and whistle because the project will cost more than we thought!
5. So we ask ourselves if we are practical in our plans. For example, do we need a $2.00 biro if a biro that costs 60 cents will meet our needs. We also want to solve the problem for a long time if we can. If the cost of the right solution is high, we may have to work harder to get the materials and other things we need for the project but we will be really satisfied when we finish.
6. We need to know what the total cost of the project will be, even if some of the things that are needed will be contributed by the community.

What are "resources"?

Things we can use to do our project:

- people
- time
- information
- skills
- money, loans
- tools
- land
- services
- materials
- equipment
- labor
- natural resources like forests, minerals, fish

How do we find out about the cost of things needed for projects?

- works department
- planning officer
- newspapers
- boss
- storekeepers and workshop managers
- friends
- community extension workers

Where can we get the things we need? What are some ways the community can raise funds?

- bazaars
- work "unions"
- plays
- matching funds
- bring-and-buys
- appeals for donations
- concerts
- raffles
- fees
- loans
- sports
- applications for aid--private organizations, churches, government, High Commissions

WORK SHEET 3

MATERIALS AND SUPPLIES WORK SHEET

PROJECT NAME ____________________

DATE ____________

ACTIVITIES From Action Plan	MATERIALS AND SUPPLIES From Action Plan			COST				
	Date Needed	Where You Will Get It From	Item	Cost of Item ×	Number Needed =	Cost for Amount Needed +	Transport Cost =	TOTAL
				PROJECT TOTALS →		+	=	

WORK SHEET 4

LABOR WORK SHEET

PROJECT NAME ______________________________ **DATE** ______________

ACTIVITIES	**LABOR NEEDED**		**COST**										
From Action Plan	Carpenter, Laborers, Chainsaw Operatcr, Etc.	Date Needed	Number of People	×	Number of Days	×	Wages by Day or Job	=	Labor Costs	+	Travel Costs	=	TOTAL
							PROJECT TOTALS →			+		=	

WORK SHEET 5

BUDGET SUMMARY WORK SHEET

PROJECT NAME ____________________ DATE ____________

ACTIVITIES From Action Plan	MATERIALS & SUPPLIES Totals from Work Sheet	LABOR Totals from Work Sheet	ANY OTHER COSTS List Each Item, Number Needed Price and Total Cost	TOTAL COST of ACTIVITY	FROM COM-MUNITY	FROM OUT-SIDE
PROJECT TOTALS →	+	+	=			

WORK SHEET 3

SAMPLE MATERIALS AND SUPPLIES WORK SHEET

PROJECT NAME South Side Water Tank

DATE 30 September

ACTIVITIES From Action Plan	MATERIALS AND SUPPLIES From Action Plan			COST ($)				
	Date Needed	Where You Will Get It From	Item	Cost of Item ×	Number Needed =	Cost for Amount Needed +	Transport Cost =	TOTAL
1. Collect sand and gravel	1 Oct.	Church and Community	Spades	1 ea	3	3.00		
			Bags	.25 ea	10	2.50		
			Sand/Gravel	1/bag	30	30.00		35.50
2. Order mold, cement and other matls.	8 Oct.	FSP and Lumi Building Suppliers	Cement	16/bag	10	160.00		
			Guttering	2/ft	8	16.00		
			Down pipe	1/ft	5	5.00		
			Tap	20 ea	1	20.00		
			Wire	80/roll	1/2	40.00		
			Mold	50	1	50.00	100.00	391.00
3. Transport mold and materials	7 Nov.	Chief Brad & Lokol Store	Canoe & Motor	20/day	1	20.00		
			Petrol Mix	6.50/gal	4	26.00		46.00
4. Build tank	15 Nov.		See no. 2 above					
5. Maintenance	22 Nov.	Lokol Store	Spanner	12 ea	1	12.00		
			Washers	.25 ea	2	0.50		12.50
				PROJECT TOTALS →		385.00 +	100.00 =	485.00

WORK SHEET 4

SAMPLE LABOR WORK SHEET

PROJECT NAME South Side Water Tank

DATE 30 September

ACTIVITIES From Action Plan	LABOR NEEDED Carpenter, Laborers, Chainsaw Operator, Etc.	Date Needed	COST ($) Number of People	× Number of Days	× Wages by Day or Job	= Labor Costs	+ Travel Costs	= TOTAL
1. Collect sand and gravel	Laborers	1 Oct.	20	5	2.00/ day	200.00		200.00
2. Order mold, cement and other matls.	Plumber	8 Oct.	1	1	10.00/ day	10.00	4.00	14.00
3. Transport mold and materials	Laborers	7 Nov.	5	1	2.00/ day	10.00		10.00
4. Build tank	Laborers	15 Nov	10	2	2.00	40.00		40.00
	Plumber		1	2	10.00/ day	10.00		10.00
5. Maintenance	Plumber	on-going	1	1/ month	5.00/ day	60.00/ year		60.00/ year
				PROJECT TOTALS →		330.00 +	4.00 =	334.00

WORK SHEET 5

SAMPLE BUDGET SUMMARY WORK SHEET

PROJECT NAME South Side Water Tank

DATE 30 September

ACTIVITIES From Action Plan	**MATERIALS & SUPPLIES** Totals from Work Sheet	**LABOR** Totals from Work Sheet	**ANY OTHER COSTS** List Each Item, Number Needed Price and Total Cost	**TOTAL COST of ACTIVITY**	**FROM COM-MUNITY**	**FROM OUT-SIDE**
1. Collect sand and gravel	35.50	200.00		235.50	235.50	
2. Order mold, cement and other matls.	391.00	14.00		405.00	100.00	305.00
3. Transport mold and materials	46.00	10.00		56.00	56.00	
4. Build tank		50.00		50.00	50.00	
5. Maintenance	12.50	60.00/ year		72.50	72.50	
PROJECT TOTALS →	485.00 +	334.00 +	0.00 =	819.00	514.00	305.00

F. Testing the Plan and Getting Community Approval

TIME: 1 hour

AIMS: By the end of this section participants will be able to:

1. Test a project plan.
2. Understand why community approval of a project plan is so very important.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Handout 14, "Planning the Project".
3. Handout 21, "Testing the Plan--Will it Work?"

TRAINER OVERVIEW

Here we include some ways of testing the project plan so that it has the best chance of success. We look at some important reasons for getting community approval for the project, then we also consider the effects a project will have on the community, now and in the future.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Ask participants to share their experiences with keeping a balanced view while prepareing a project plan. Can we lose our aim? Do we work out some parts of the plan really well but forget other parts?

Explain that many times we finish a plan and want to start working right away. We don't review our plan to see if we've missed anything because we are so sure that everything is right! Then halfway through, we realize that we forgot something important!

Step 3. Ask participants what things we and the community should look at when reviewing the project plan to "test" it. Write ideas on board.

Step 4. Have participants read the points on handout 21. Compare with the list on the board.

Step 5. Ask participants to discuss what the project planning team should do once it has tested the plan. Go ahead and start work? Have participants look at step 4 on handout 14. Ask participants why final approval by the whole community is important? Points to cover:

1. We all feel happier when we are asked if we agree to a plan. We will be more willing to support something we have approved and that we "own"
2. Getting community approval is another way of testing the plan. If people in the community don't accept the plan, the planning team needs to know before the project starts. This will allow disagreements to be solved before the project starts and give the project a better chance for success.
3. People who haven't worked on a plan can often see things that we have missed. Other people in the community may come up with new ideas that the planning team didn't think of. Revising the plan may mean extra work but isn't it better to do a little more work now so that the project will go ahead better?
4. Asking for community approval of the plan helps to inform the community of what is planned. People will know how they can help and when their help will be needed. Then there will be no surprises.
5. The people who manage the project will have good arguments to use in getting the community's help: the managers can remind the community of its responsibilities and that they agreed to do things when they approved the plan!

Step 6. Ask participants to share ideas about how a plan should be presented to the whole community and what things should be discussed in addition to the details in the plan (step 2 on handout 14). Compare with the points below:

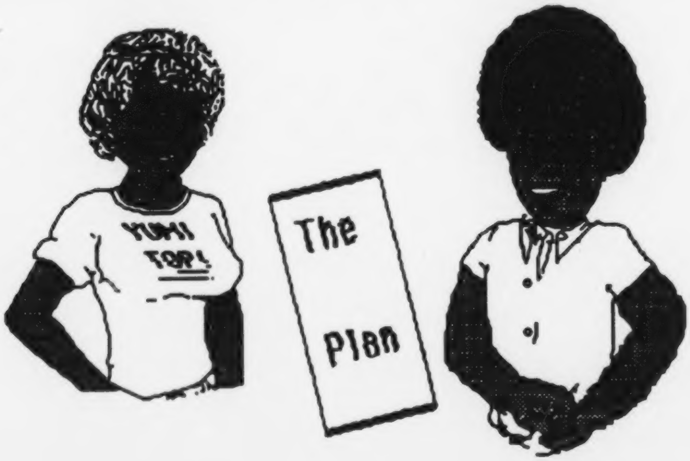
- What other possible solutions did the team look at and why did it select this solution?
- What are the benefits and possible problems of this plan?
- What "contributions" will the community be expected to make?

Step 7. Explain that each team will now test another team's plan. Ask each team to choose a person to present their plan to another team. The people selected should spend about 15 minutes presenting the plan and the teams should take about 30 minutes more to review the plan using the handout 21.

Step 8. Have the group come back together and share their experience with this exercise. How did they feel about criticizing another group's plan? How did the people who presented the plans feel when the reviewers found problems? What advice can extension workers give a project planning team about testing their plan and presenting it to the community? If they were the community, would they accept the plan?

HANDOUT 21

TESTING THE PLAN--WILL IT WORK?



1. **Is the community still interested in the project?**
    - Will people find time to do the work?
    - Will village leaders support the project?
2. **Can we get the things we need (resources) to do the project?**
    - People with special skills to do the work?
    - People to do the labor?
    - Materials for the project?
    - Equipment and tools? Are spare parts available?
    - Space or land for the project?
    - Money? From the community? From outside?
3. **Is special training required?** Available in the community or nearby?
4. **Do we have transport?**
5. **Do we have people to manage the project?**
    - Project management team?
    - Trained person from the community to do accounting?
6. **Will we have somebody to maintain the buildings, equipment, materials, etc., after the project ends?**
7. **Is the project too big? Will it take too long?** Should we have 2 or 3 small projects?
8. **Will the project really solve the problem?**
9. **Will there be any other effects from the project?**
    - Will the project change the supply of food? Firewood? Cash?
    - How will the project affect the people in the community? Women? Men? Young people? *Olos* ?
    - Will the project affect population growth, sanitation and other health problems?
    - Will the project make people more dependent on outside resources or outside assistance?
    - Will the project affect custom and local culture?
    - Will the project affect the quality of life?
10. **Will the community like and approve the project plan?**

G. Where Will the Money Come From?

TIME: 30 minutes

AIMS: By the end of this section participants will be able to:

1. Organize work sheets into a "project plan".
2. Use the "project plan" when requesting help from outside the community.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Get proposal forms from one or two aid organizations and make enough copies for participants in workshop.

MATERIALS:

1. Blackboard and chalk.
2. Handout 14, "Planning the Project".
2. One or two proposal forms used by aid organizations.

TRAINER OVERVIEW

We start this section with a brief review of the steps we have followed for development of the project plan. We look at the contributions that the community will make to the project and what kind of help will be needed from outside the community. Then we look at how to use the work sheets to ask help from outside.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Review all of the steps covered in handout 14. Explain that it is the steps we go through that will give a project the best chance of success.

Step 3. Write the following items on the board. Ask participants to take them out and put them in order:

1. Problem statement
2. Aim
3. Objectives
4 Action Plan Work Sheet
5. Budget Summary Work Sheet
6. Materials and Supplies Work Sheet
7. Labor Work Sheet
8. Community Map

Step 4. Ask participants to think about projects that they have worked with and applications for aid that they have filled out. Then ask them to look again at the work sheets they have been using in the workshop. Do these work sheets give them all or most of the information that they would need to complete an aid application? What else would they need? Points to make:

1. The community must be clear that filling out the work sheets and making an application for aid does not mean that they will get approval for any aid request.

2. The work sheets should provide most of the information that community leaders, extension workers or provincial officials needs to complete a request for outside assistance. Provincial officials and extension workers should know if additional information will be needed and can add it to their list of things to discuss with the community.

3. In some cases, the work sheets could be sent in with a letter that gives a brief explanation about the community, its project and how the project has been planned.

Step 5. Hand out copies of one or two aid application forms for participants to review. Ask them what information they might need to get to complete the forms.

Step 6. Have participants break into teams and draft a letter to the provincial planning officer to ask for his/her advice about getting outside assistance. Tell them to spend 20-30 minutes and then come back together to share the results.

Part 4. Implementation--Action

TIME: 5-6 hours (This is the total time for Part 4. Time for each section is given separately.)

AIMS: By the end of Part 4 participants will be able to:

1. Organize a project management team.
2. Manage a project.
3. Monitor a project.
4. Solve problems.
5. Prepare progress reports about the project.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Choose a few participants to work with you on the action plays about communication in section A, step 12, point 4. Help participants prepare to present these to the group.

MATERIALS:

See each section.

PROCEDURE:

Follow steps in each section.

A. Management--Keeping the project moving ahead

TIME: 3 hours

AIMS: By the end of this section participants will be able to:

1. Form a project management team.
2. Identify key areas of management.
3. Prepare a project management plan.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Prepare list of members for new teams to be formed in this section.
3. Help participants practice the action plays about communication in step 12.
4. Get any supplies or special materials needed for the action plays.

MATERIALS:

1. Blackboard and chalk.
2. Large pieces of paper and marking pens.
3. Flip chart 5, "Who Should Be on the Team?".
4. Flip chart 14, "Good Management".
5. Flip chart 15, "Teamwork".
6. Flip chart 16, "Communication".
7. Handout 1, "Steps in the Life of a Project".
8. Handout 2, "Qualities or Signs of Successful Community Projects".
9. Handout 22, "Project Management".
10. Handout 23, "Money Matters!".

TRAINER OVERVIEW

Projects need good managers to run them. In this section we divide participants into "project management teams" to discuss their responsibilities and authority for managing their "projects". Then they talk about what "to manage" means and what the qualities of a good manager are. We look at what things contribute to good management: hard work, team work and the 3 C's--cooperation, coordination and communication. Finally we talk about financial records and how extension workers can help communities manage their projects.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Review handout 1. Ask participants what happens next, after the community approves the project plan? Everybody waits until the aid application is approved, right? The community waits for the chief to say "go ahead"? Then they start to get ready? Points to cover:

- The well-planned project does not depend on aid.
- The project plan (and action plan) should say what needs to be done and who is to do it.
- The project management team (or project manager) should start work as soon as the community approves the project plan.
- The community should be told what the next steps are so that they can be ready.

Step 3. Divide participants into new teams. They are to do a little bit of play acting now as the project management team for the project plans developed in the planning exercise. It is the first meeting of the management team. Some of the members of the team helped to plan the project; others were not involved in the planning at all so this is the first time they get a chance to find out about the plan and the project.

Teams should spend about 1 hour discussing their new work. Among the topics that each management team needs to talk about are:

1. Why have you been chosen to serve on the management team? List the names of team members, positions and why each one is on the management team.

2. What are the team's responsibilities? Who will do what?

3. What is your team's authority? Can you make decisions on your own or must you get approval from the chief or the community first? What authority do you want/need?

4. Will there be a "project manager"? Will the person be paid? Who will choose him/her? Will the management team's responsibilities change if there is a project manager?

Step 4. Ask each team to share its ideas about the questions in step 3. Discuss. Points to cover:

1. People get chosen for many reasons, review flip chart 5 quickly. Explain that we will discuss the qualities of a good manager more in a few minutes.

2. In most projects, the management team should get the community to decide what authority the management team is to have.

3. The project management team may be the only "project managers". The team should choose one of its members to be team leader. This person carries out the team's decisions for managing the project. Most of the time, this type of manager is a volunteer--in other words, he/she receives no pay.

   The community/team may decide that it needs to hire a project manager. Some reasons to hire a project manager might be:

   - the project is big and complicated
   - special skills are needed
   - the project will last a long time and take a lot of time
   - the community has enough money to pay someone to work for it

4. The team can look at the project plans (the action plan and budget work sheets) to get an idea about what some of its responsibilities are. The team should also plan its work by following the project plans. However, the team will probably have to work out the details of the plans. The plan may also have to be revised if unexpected problems arise or if some things have been left out.

Step 5. Explain that we need to look at what "to manage" means and what the qualities of a good manager are. The words "management" and "manager" come from "to manage", an action word. Divide into the new teams again and ask them to spend about 30-45 minutes discussing the two following areas:

1. What does "to manage" mean? Write the two statements below on the black board and suggest that the teams use them to start their discussions:

   - Manage means to help others do their work.
   - Manage means to control and direct the work of others.

2. What are the qualities of a good "manager". Are all the members of a management team "managers"? Are the qualities of a good manager the same as the qualities of a good leader?

   Give each team large pieces of paper and marking pens. Ask each team to list the qualities they think a good manager must have, then organize the qualities into three lists following the three topics below.

   - Skills to do the work
   - Ways of treating people
   - Character

   After they finish making their three lists, they should put the qualities on the lists in order of importance: 1, 2, 3, etc.

Step 6. Have teams come back together. First ask teams to report back and discuss what "to manage" means. Points to cover:

1. "Control and direct the work of others" is what most people think of but "helping others to do their work" is the style of the really good manager.

2. The good manager helps the management team keep the whole community informed, involved and working together.

3. It is important to achieve the aim of the project. How the community works together is also very important, perhaps more important than actually finishing the project if the community really works as a team and learns from the experience.

Step 7. Ask teams to report back about qualities of a good manager. Compare with the list of qualities below. Then ask them which of the 3 lists is most important for the success of a project. Are good character and nice ways of treating people more important than skills to do the work?

a good manager = a good leader

Some qualities of a good manager/leader are:

- committed/dedicated
- guards confidentiality
- shares information
- builds skills of team
- good listener
- lets others do their jobs
- communicates
- is able to make decisions
- builds cooperation in
- thinks ahead
- is a good planner
- has good judgment
- accepts criticism
- always does his/her best
- admits mistakes, doesn't hide them
- leads people in work (is a good example and does fair share)
- involves team and community in discussing problems, planning and making decisions
- delegates good jobs, not just bad jobs
- responsible
- organized
- enthusiastic
- willing
- reliable
- fair
- honest
- does what he/she says will do
- can change, is open to new group ideas
- thinks clearly
- enjoys working with people

Step 8. Review flip chart 14.

Flip chart 14

GOOD MANAGEMENT

- **hard work**
- **teamwork**
- **the three C's**:

good cooperation, good coordination, good communication

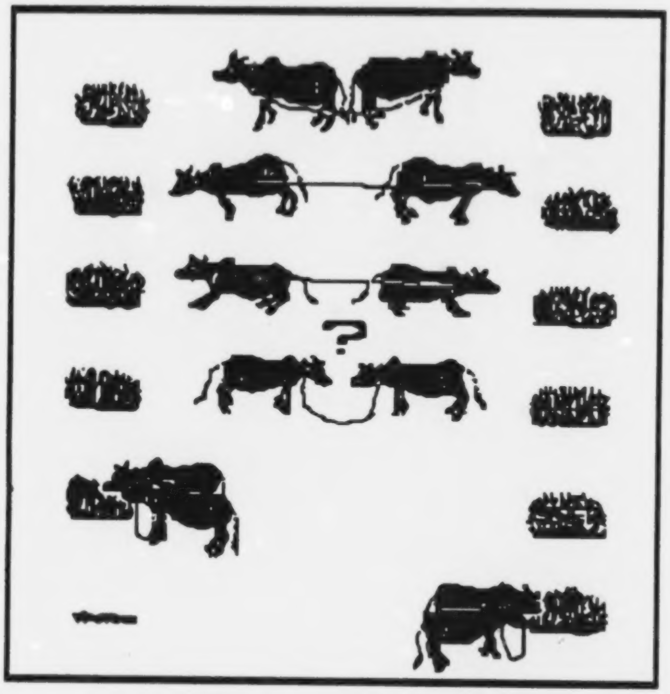
- A good manager **helps people gain new skills** and helps the team grow strong.
- The good manager **helps** the **team** and the **community** to **work together as a team.**

Step 9. Explain that good management of a project is hard work. It takes a lot of time and effort. Much of the work managers do is unseen, and nobody thanks them for their hard work. Managers will mostly get their rewards in personal satisfaction when the project keeps moving along and finally achieves its goal. We will talk about this more.

Step 10. Review and discuss flip chart 15.

Flip Chart 15

TEAM WORK



IS THIS TEAM WORK?

Explain that the 4 most important things needed to build good team work are:

- pulling together toward the same aim
- knowing what your duties are, what everybody else's duties and responsibilities are, and how your work affects other people's work
- making sure that the job fits the person
- learning to trust each other and think of the benefit to the whole community rather than your personal needs

Other points to cover:

1. Good management involves teamwork. It takes a lot of effort to get team work. The 3 C's are very important for team work!

2. When the members of a team work together, there is a special feeling. Extension workers can help the project management team work as a team and develop that special feeling.

3. There are some wrong ideas about teamwork. For example, some people think there must be peace and agreement all the time. Is this really true? Don't we want people who will give us their best ideas and make us really think? What good are yes-men and yes-women? A good team looks at possible problems and can even argue about them in a friendly way because they trust each other and don't take disagreement as personal criticism.

Step 11. One of the most important jobs of the management team will be communication:

- with the community--to keep them informed, let them know what should happen next so they can get ready
- with the chief, technical advisor, suppliers, government officials, laborers
- with each other

Step 12. Look back at flip chart 14. Ask participants for ideas about what each of the 3 C's mean. Compare with the following:

cooperation = working together to achieve an aim

coordination = bring resources together at the right time

communication = exchanging ideas with other people

Points to cover:

1. The 3 C's are part of team work. Good communication also helps us to work together (cooperation) at the right time (coordination).

2. Look at flip chart 16 on the next page and explain that until all three steps have been completed, we do not have clear communication.

3. There are many ways to send messages. Sometimes we send unclear or mixed messages because we are communicating in more than one way at the same time. Ask participants for ideas about how we send messages. Compare with the list below:

   - words--written, spoken
   - signs--wave, shake head, clap hands, raise eye brows
   - tone of voice--loud, cross, happy
   - touching--kiss, caress, slap, hug
   - body language--legs and arms crossed, body stiff, shoulders down = closed; arms and legs uncrossed, body straight = open
   - facial expressions--smile, frown, question
   - drum, bell, conch, whistle, traffic lights, marks on trees

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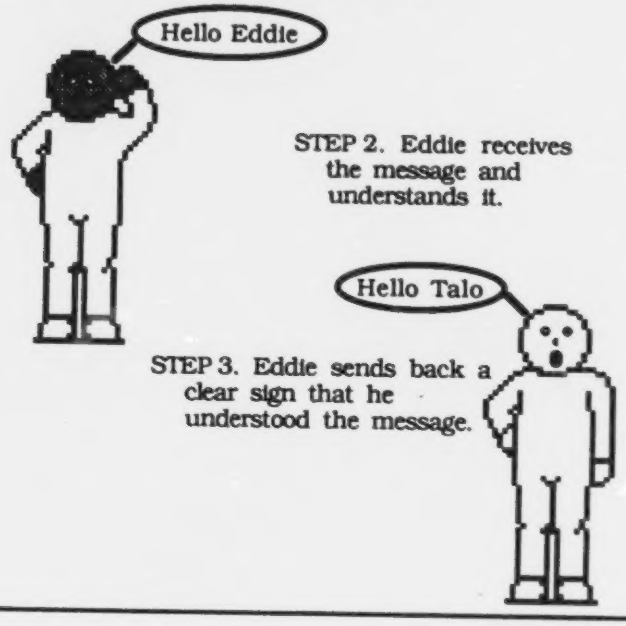
Flip Chart 16

COMMUNICATION

STEP 1. Talo sends Eddie a message.



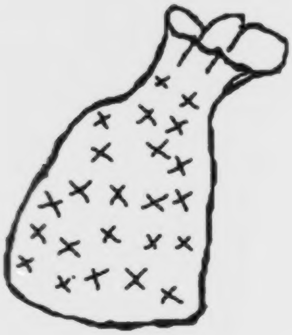
STEP 2. Eddie receives the message and understands it.

STEP 3. Eddie sends back a clear sign that he understood the message.

4. If there is time, include a couple of short action plays about communication:

   - message sent but not understood
   - message sent and understood but no clear sign comes back
   - message sent but not understood even though sign coming back indicates message was understood
   - message sent, understood and clear sign comes back (good communication)

5. Ask participants if they think we can hide our true feelings. Explain what "dropping the bag" means by picking up a bag and doing a short action play. Throw the bag over your shoulder and walk about the room picking up cross feelings from different people in the room. These are cross feelings that you can't or don't find a way to get straightened out. Soon the bag gets very heavy. A small thing happens, nothing to really upset you but you explode and "drop the bag" of cross feelings on an innocent person. You have gotten angry at the wrong person. Then you are sorry and ashamed but it is too late.



Ask participants: How can we avoid "dropping the bag"? One idea is to find nice ways to let people know when we are confused or upset about something that has happened. Most of these "problems" come up because of poor communication and misunderstanding. If we don't clear them up right away, they are like a sickness that continues to grow inside us and spoils our minds.

Step 13. Review and discuss handouts 22 and 23.

Step 14. Ask participants how they think extension workers can help communities manage their projects. Who buys the materials, handles the money, does the accounting, monitors the project and writes reports? What does the extension worker do if no one in the community feels confident or if nobody has had experience with management? Is it easier if we do these things for the community? What do we do if no one in the community seems to want to learn or if willing workers make mistakes? Points to cover:

1. What does handout 2 tell us about successful projects and development of the community in the future?
2. Many of us like helping people. We feel good, too, when we are needed. We are like parents who want to save their children from too much trouble. From the points in handout 2, it seems that we really hurt communities by making things too easy for them.
3. Sometimes we also get involved and don't know how to pull back easily.
4. We need to organize our time in order to teach people how to do something new. However, training pays off in the long run. If we can help local people learn to do these things for themselves, in the future we will have more time to find other ways to help them.

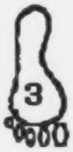
HANDOUT 22

PROJECT MANAGEMENT

HOW EXTENSION WORKERS CAN HELP A COMMUNITY MANAGE A PROJECT

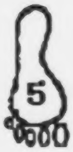
Get the management team ready:
- review project plans
- discuss team's authority and responsibilities
- plan work and divide up duties

Build community support and get them ready:
- let the whole community know what is happening and when
- confirm who will do what and when
- arrange for needed training



Set up a simple accounting system.
See handout 23, "Money Matters".

Start work, following action plan.



Follow (monitor) progress and check project plans to see how the project is going, make reports.
See handout 24, "Monitoring Projects".

Measure success of the project when it is finished.
See handout 26, "Evaluating Projects".

The MANAGEMENT TEAM must always:
- MEET REGULARLY AND KEEP MINUTES
- FOLLOW PROJECT PLANS
- KEEP GOOD FINANCIAL RECORDS
- MONITOR PROGRESS REGULARLY
- SOLVE PROBLEMS RIGHT AWAY
- KEEP THE COMMUNITY INFORMED AND INVOLVED

HANDOUT 23

MONEY MATTERS!

PROTECT THE GOOD NAME OF YOUR COMMUNITY!

Project Management Team/Project Manager must set up a simple accounting system, make rules for the person who will handle the money and keep financial records for the project.

- Open a passbook account and always require 2 signatures to withdraw money.
- Never order supplies or put people to work until you have the money to pay.
- Do not keep lots of cash. Deposit large amounts in your passbook account right away.
- Use simple materials and keep records in a safe place. Materials you might need are:
    - * Strong box with lock to keep cash.
    - * Receipt book--leave copies in receipt book. Put receipt book in one envelope.
    - * Payment voucher book--leave copies in voucher book. Put payment voucher book in another envelope.
    - * Ledger--an exercise book, with a simple plan like this:

DATE	ITEM	IN(+)	OUT (-)	BALANCE
2-6-88	Balance from last page	$200.00		$ 200.00
2-6-88	Bazaar	150.00		+ 150.00 350.00
10-6-88	Pipe		100.00	- 100.00 250.00
30-6-88	Cement		50.00	- 50.00 200.00

TOTALS ——> $350.00 - 150.00 = $200.00

Project Management Team/Project Manager must review money records frequently and report regularly.

- Set up a schedule to review money records and follow it.
- Make regular reports to the community.
- Keep the financial records open to the community.
- Ask someone from outside the team to audit financial records once a year and at the end of the project.

B. Monitor, Solve Problems and Report Findings--How are we doing?

TIME: 2 hours

AIMS: By the end of this section participants will be able to:

1. List things which can cause a project to lose community support.
2. Monitor progress.
3. Solve problems that come up.
4. Prepare progress reports for the community, government, aid organizations, etc.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Select a management problem for each of the teams to solve in Step 8. The problem should be related to their "projects". For example: project materials or money are disappearing, one leader is bossing too much, there are disagreements among members of the management team, there is poor communication between the project management team and the community.

MATERIALS:

1. Blackboard and chalk.
2. Handout 13, "Problem Solving Steps".
3. Handout 16, "Sample Action Plan Work Sheet".
4. Handout 24, "Monitoring Projects".
5. Handout 25, "Sample Monitoring Report".

TRAINER OVERVIEW

Here we look closely at the monitoring side of project management. First we clarify the difference between monitoring and evaluating. We talk about what kinds of thing we want to look for when following up on projects and what kinds of things can go wrong. Each of our "management teams" works out solutions to a problem in their "projects". Then we look at how to prepare a monitoring report.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Clarify the meaning of the word "monitoring". Explain that monitoring means to check up on the progress of a project while it is still going on. It is different from an evaluation. We evaluate to measure our efforts after the project is finished. Some planners and project managers discuss monitoring as a part of evaluation; however most separate the two activities, as we are doing in this workshop.

During the project -----------> **Monitoring**
After the project -----------> **Evaluation**

Step 3. Ask participants each of the following questions and write ideas on the board:

- Why do we monitor projects?
- What things do we look at when we monitor a project?
- How often do we monitor projects?

Step 4. Review handout 24. Compare with list on the board. Discuss. Points to cover:

1. Monitoring should be done to help people, not to criticize them or put blame on anyone.

2. Monitoring should follow a schedule and include a plan of things to look at.

3. The project management team/project manager should use the information they get from monitoring to make progress reports to the:

   - community
   - extension worker
   - aid organization

4. How much monitoring should be done is hard to answer. "Enough" doesn't give us much help! More monitoring is probably needed at the beginning of a project and if the project is not doing well. After the project is started and going well, the project must still be monitored regularly but less often.

Step 5. Ask participants what kinds of reports are required for the projects they work with and what kinds of information are requested. How do they get the information they need? Points to cover:

1. No matter what official reports are required for a project, the project management team must report to the community.

2. The management team/project manager should make the reports to the community and, whenever possible, make any other reports as well.

3. What reports need to be made depends on government requirements, requirements of aid organizations, what the extension worker needs, etc.

Step 6. Have participants look back at handout 16 and then review handout 25. Explain that a monitoring report follows up on the project's action plan. Handout 25 is just one example of a monitoring report. Ask participants to assess the project in handouts 16 and 25. Is it running well or not? What action should be taken? What about the things listed in points 2, 3, and 4 on handout 24?

Step 7. Ask participants what can go wrong in a project. Write ideas on the board and compare with the list below:

- action plan not good
- unexpected things happen--cyclones, leader leaves village, money doesn't come
- materials and supplies disappear
- things that were to be given "free" now cost money
- lose community support
- gossip/"spoiling"
- problems with money
- long delays in receiving supplies, funds, etc.
- poor management
- big men and big women taking project money and supplies for personal use
- disagreements
- someone in the community taking over, acting like Mr. Me or Mr. High-high *Seleva*

Step 8. Give each team a different management problem to discuss and solve. Suggest that the teams look back at the handout 13 about solving problems and try to follow the same steps. They should spend about 30 minutes and then come back together.

Step 9. Have teams share the results of their problem solving and discuss. Points to cover:

1. Problems do not solve themselves. Managers need to take action to solve problems--quickly! Unsolved problems can destroy a project. The longer a problem goes on, the bigger it grows, like a sore that boils up because we don't look after it.

2. People in the community will expect the management team/project manager to solve problems. This is one of the responsibilities of "managing". The members of the management team/project manager should consult with other community leaders, extension workers, government officials and so forth as needed. Then the team/manager acts to solve the problem.

3. Communication is one of the most important tools to solve problems--find out what really happened by talking to the people involved and hearing their side. Many misunderstandings come up between people. Talking about them often clears up these misunderstandings.

HANDOUT 24

MONITORING PROJECTS

Why monitor?

- to measure progress
- to collect information
- to look at costs and benefits
- to solve problems, not criticize or blame anyone
- to help us see where we are going and if we need to make any changes

What things do we look at when we monitor a project?

The project management team should start by looking at the **project objectives** and the **action plan (activities)** and then:

1. Compare the project plans and what has been done.
2. Find out who has been doing what, what supplies and funds have been received, etc.
3. Check money records--receipts, payment vouchers, ledgers, cash and passbook.
4. Ask these questions and analyze the answers:
    - Schedule: Are we on schedule?
    - Costs: Are they within the budget?
    - Benefits: Are they being shared according to the project plan?
    - Decision-making and cooperation: Are community people involved in running the project? Does the community still support the project?
    - Leadership and management: Are leaders taking action to solve problems? Are records being kept? Are regular reports being made? Have the managers made adjustment to plans as needed?
    - Problems: Are there any unsolved problems?
    - What more do we need to do?

How often do we monitor?

How much monitoring should be done is hard to answer. It depends on how long it will take, how big the the project is and how complicated . In general, more monitoring is probably needed at the beginning of a project and if the project is not running well. For all projects, monitoring should follow a schedule.

Who do we report to?

The project management team always reports to the community. Other reports may be needed, depending on government requirements, requirements of aid organizations, the extension worker's needs, etc.

HANDOUT 25

SAMPLE MONITORING REPORT

PROJECT NAME South Side Water Tank **DATE** 15 October

ACTIVITIES From Action Plan	**SCHEDULE** On Time?	**LABOR** See Work Sheet	**MATLS & SUPPLIES** See Work Sheet	**COMMENTS**
1. Collect sand & gravel	Yes	Yes	Yes	
2. Order mold, cement and other materials	Yes	Yes	Yes	Order placed but no cement in Lumi
3. Transport mold and materials	No	Ready	Ready	Delivery expected on 15 Dec.
4. Build Tank	No	Ready	Ready	Construction scheduled for 16 & 17 Dec.
5. Maintenance	No	Ready	Yes	

NOTES: If cement does not arrive on 15 December, other ways to buy cement will have to be found.

Part 5. Evaluation--Measuring our success!

TIME: 12 hours (This includes the total time for Part 5. Time for each section is given separately.)

AIMS: By the end of Part 5 participants will be able to:

1. Organize an evaluation team.
2. Plan and carry out an evaluation.
3. Prepare an evaluation report.
4. Help communities evaluate projects.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Confirm arrangements for field visit. (Is the village still willing to let the participants come? Is transport still available?)
3. Get copies of project documents for participants to review before visit: project proposal (may be just a letter), community maps, community profile, funding information, monitoring reports, evaluations, any other materials.

MATERIALS:

See each section.

PROCEDURE:

Follow steps in each section.

A. Evaluation–What is it? Who does it? When? Where?

TIME: 1-1½ hours

AIMS: By the end of this section participants will be able to:

1. Explain the differences between monitoring and evaluating a project.
2. Organize an evaluation team.
3. Decide who an evaluation belongs to and who should receive copies of an evaluation report.
4. Decide when and where to do an evaluation.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.

TRAINER OVERVIEW

Here we begin by talking about what ideas or opinions people in the community or outside may have about the success of a project even if nobody evaluates it. Then we discuss what "evaluate" means and start to identify the differences between evaluating and monitoring. We then discuss who participates in the evaluation and who the evaluation belongs to. Finally we talk about when to do an evaluation and where.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that a handout covering all of the important points about evaluating projects will be passed out in the next section and participants will not need to take notes.

Step 3. Explain that the community (with our help) has now completed as much of the project as it can. Everyone in the community and some people outside the community have some opinion about the project's success. Is there anything more that needs to be done? Ask participants to discuss these questions:

- How do we feel when we think we have failed?
- How do we feel when we think we have succeeded?
- What if we aren't sure?
- Can we ever be sure?
- If we believe we "failed", how does that affect our willingness to try again?

Points to make:

1. There are "successes" and "failures" in any project, no matter if people think it was successful or unsuccessful. Studying what really happened in a project can help people learn. (We will discuss what "successful" and "unsuccessful" mean in a few minutes.)

2. Doubt or gossip can spoil people's thinking. If community leaders are involved in an evaluation and report what they find to the community, they can help the community feel good about its efforts and keep communication in the community open.

Step 4. Ask participants to share their ideas about what "evaluate" means. Write ideas on board and compare with the list below:

- study
- measure
- judge
- test
- weigh
- compare
- learn
- find out what happened
- find out what was good
- find out what was bad
- find out what went right
- find out what went wrong
- get information
- get a clear picture

Step 5. Ask participants what they think is the difference between monitoring and evaluating a project? Compare with the list below and explain that some of these differences will become clear as we go through the sections about evaluating the success of projects:

Evaluating	Monitoring
• after the project	• during the project
• measures success	• measures progress
• helps us learn so that future projects run better	• helps us learn so the project runs better
• looks at whether the solution (project) really solved the problem	• helps solve management problems
• involves more people	

Step 6. Write "WHO EVALUATES?" in the middle of the board. Ask participants: Who should participate in evaluations? Write ideas on board around the question, "WHO EVALUATES?" Compare and discuss:

Extension Workers **Young People**

Chief

Government Officers

Women **WHO EVALUATES?** **Villagers**

Planners

University Students

Project Managers **Aid Organizations**

Step 7. Ask participants: Do these people usually participate? Who are the most important groups to take part? Discuss. Points to cover:

1. Evaluations are often done by people outside the community. The people in the community are not asked to participate on the evaluation team; only to "cooperate" (for example, by answering questions). The community is not asked to help plan the evaluation or help do the evaluation. They don't get a chance to comment on the findings before the report is final and may not even get a copy of the evaluation report.

   It is very important that the community participate because it will give the community a chance to learn how to plan and manage projects better--see weaknesses and strengths, where to change, etc.

2. Who are the most important people to participate in an evaluation? This is a difficult question to answer. Certainly some members of the management team/ project manager, community leaders (including women and youth), and extension workers. We can probably say that any group or organization involved in the project has a right to participate in the evaluation.

3. An evaluation team can be small, just like in a needs assessment.

4. The people participating on an evaluation team have different needs. They may need to fill out reports or answer special questions. The members of an evaluation team must try to meet the needs of everyone on the team. It may not be possible to do so, but it is best if it can be worked out.

   For example: An extension worker wants to advise the community and help the project management team to do their evaluation but he/she may also need to evaluate the success of the project for his/her boss, the province or an aid organization. The community may have a list of 5 questions while the extension worker has 25! Or the community may be most interested in how to improve new projects while the extension worker may want to see how to spread the project to other villages.

5. Ask participants: Is it a good idea for just the members of the management team/project manager to do an evaluation? What kinds of problems might come up? Compare with these points:

   - Some serious things may have happened during the project that the manager or management team want to hide.
   - We are all human and may want to protect our fellow team members.
   - We all have blind areas and when we have run a project, we may miss things that others can see. (This is the same thing we talked about in planning the project and why we needed to test it before we started.)

6. Can people from outside the community do a better evaluation? Ask participants to discuss.

Step 8. Ask participants to discuss these questions: Who does the evaluation belong to? The people who pay for it? The people who carry it out? The people being evaluated? Points to cover:

- Evaluations should belong to everyone who participates in them.
- The answer to this question (Who does the evaluation belong to?) should be settled before the evaluation begins.

Step 9. Ask participants to discuss the following question: When should we do an evaluation? Write ideas on the board and compare with these:

- How long is the project? 2 months, 6 months, 2-3 years?
- What kind of monitoring schedule does the project have? How good is it?
- Will people from outside participate?
- What time of year will we do the evaluation? During holidays?
- What happens if we wait too long?
- Can we or should we do a follow-up evaluation?

Step 10. Explain that where we do an evaluation is important. Ask participants to share their experiences with evaluations. Where were the evaluations planned? In another country? In Honiara? Did the people doing them visit the places where the projects were done? Or did the evaluators stay in their offices? When we are evaluating a water project, can we make a report if we never see if the work was done? Or report on a cattle project if we never go to see the cattle?

B. Why Evaluate and What Are We Looking For?

TIME: 1-1 1/2 hours

AIMS: By the end of this section participants will be able to:

1. List important reasons for evaluating projects.
2. Identify what to evaluate.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Handout 24, "Monitoring Projects".
3. Handout 26, "Evaluating Projects".

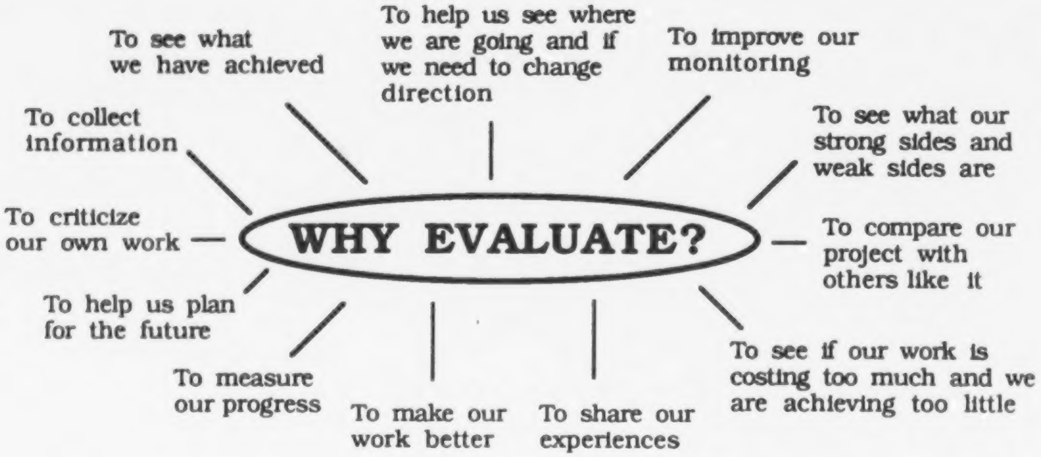
TRAINER OVERVIEW

In this section we talk about why we evaluate and see that the aim of an evaluation is not to criticize or blame anyone but to help the community improve its planning and management of future projects. Last we discuss what we want to look for when we evaluate a project.

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Ask participants to share their ideas about why we should evaluate projects and how our aims in evaluating might be different from the aims of monitoring. Write ideas on the board and compare with the points on the next page:


WHY EVALUATE?
To see what we have achieved
To help us see where we are going and if we need to change direction
To improve our monitoring
To collect information
To see what our strong sides and weak sides are
To criticize our own work
To compare our project with others like it
To help us plan for the future
To measure our progress
To make our work better
To share our experiences
To see if our work is costing too much and we are achieving too little

If we think about these answers, we can see these main reasons for evaluations:

- see what was done
- measure progress (compare to project objectives)
- improve monitoring (for better management)
- identify strengths and weaknesses (to make projects stronger)
- see if the project solved the problem (what difference did the project make?)
- look at the cost and the benefit (was the cost reasonable?)
- collect information (to plan and manage projects better)
- share experiences (so others don't make the same mistakes or to encourage others to use similar methods)
- help improve planning in the future

Points to cover:

1. We should evaluate in order to help communities improve, not to blame anyone or make excuses for our mistakes. Lots of people forget the parts about helping and improving. These people also create a bad feeling by blaming people or making excuses.

2. It is easy to consider a project as a single event that has no connection to anything else that the community does. This is not true, however, especially if we think of the development of the community over the years. The community can learn how to manage development better.

3. It is easy to "forget" about evaluating a project. We and the community can find all kinds of excuses--we're too busy, what good will it do, etc.

4. Other reasons people give for doing evaluations are:

   - because the boss or the Minister wants it
   - because the aid organization wants it
   - because we can give some good news to the newspapers

   We can follow these "orders" to do evaluations and still help our projects if we have a clear idea of why we do them.

5. All of the members of the evaluation team need to agree about why they are doing the evaluation.

Step 3. Explain that once our evaluation team agrees about why we evaluate, we still need to decide what to evaluate. Ask participants to think about what things the evaluation team should look for when they evaluate a project. Suggest that they look again at the list of reasons about why we evaluate and look at handout 24 again. Are we looking for the same things in an evaluation as we were looking for in our monitoring reviews? Points to cover:

1. We want to look for many of the same things that we looked for in our monitoring.

2. In an evaluation we are looking beyond the running of one single project. The project may have been planned and run very well. But if the problem wasn't solved, then we need to know why.

3. Did the project make any unexpected changes?

4. Did community members learn any new skills?

Step 4. Review and discuss handout 26. Explain that we should start with project objectives just as we did with monitoring. Have participants look back at their project plans. Write the objectives for one project on the board and discuss how we can use these objectives to measure the success of the project. Points to cover:

1. If the project was well-planned and the objectives are clear, the evaluation team will know:
    - How much the community planned to do and when--put in 10 water taps, plant 3 *supsup* gardens, build 1 school, etc., by the end of June or end of the year.
    - What to evaluate--pigs, schools, income, etc.
    - Who was to benefit from the project--women, children, cocoa farmers, etc.

2. If the project was not well-planned, the evaluation team may have to ask the project planners, community leaders and/or project managers what the aims and objectives of the project were. Our 7 planning helpers are good questions to start with.

HANDOUT 26

EVALUATING PROJECTS

Follow the team method!

1. Who Should Participate???

Extension Workers
Young People
Chief
Government Officers
Women
WHO EVALUATES?
Villagers
Planners
University Students
Project Managers
Aid Organizations

2. Why Evaluate???

- not to criticize or blame anyone
- to measure what we have achieved
- to see our strengths and weaknesses
- to find out if the project solved the problem
- to identify what effects the project has had--good or bad, expected or unexpected
- to look at the costs and the benefits
- to share experiences and help us do better in the future

3. What Do We Evaluate???

The team should start by looking at these two things **project objectives** and **project plan (activities)**. We also look at:

- financial records
- results of the project (water tank, skills learned in a course)
- costs
- benefits
- leadership and management

If the project objectives are unclear and no project plan is available, the team starts by trying to find out what the original plan was and get answers to the 7 planning helper questions -- who, what, when, where, why, how, how much?

4. How Do We Get Information For The Evaluation???

- **written records/reports for the project:**

  a. records in the file: answers to questionnaires, community maps, project plan (this may just be a letter), project proposal, monitoring reports, letters, money records.
  b. records at the project site: minutes of meetings, receipt book, payment voucher book, ledger (exercise book), passbook, letters, patient medical record, well baby chart, etc.

- **observation and community mapping at the project site!**

- **interviews and informal discussions**: community leaders, project management committee/project manager, ordinary people from all of the main groups in the community, government officials involved in the project.

- **community meetings**

- **tests**--for example, blood test for malaria project, soil samples, weighing children for nutrition project.

5. What Do We Do With The Information We Gather?

The members of the evaluation team sit down together to review and analyze what they found out, then try to understand what happened. We can ask some of these questions:

- Were the aims and objectives clear and reasonable? Were the objectives/targets achieved?
- Was the plan followed? Did the managers adjust it when needed?
- Did the project cost too much?
- Were benefits shared in a fair way and according to plan?
- Were leadership and management good? Did the leaders take action right away to solve problems? Was there good cooperation, coordination and communication in the project? Did the managers involve the community in decisions?
- Were financial records kept? Was money spent correctly? Were there good controls on the money?

MEASURING SUCCESS: QUALITY OR QUANTITY?

- use the same "ruler" for things that are alike
- how much was done/how many = quantity
- how well it was done = quality

6. Preparing The Report Of Findings

The members of the team decide who they will report the findings to besides the community. They may need to give a copy of the report to other people and organizations involved in the project, such as the extension worker, area council or provincial officials, or any aid organizations involved in the project.

Team members decide what they will put in the report. It is important to comment about what the community did achieve as well as any problems or things that were not achieved. A report should answer these questions:

- What has been achieved?
- What has not been achieved?
- What problems came up and how were they solved?
- What were the projects strong points and weak points?
- How can we improve next time?

The team may also want to use:

- the community map or a special map to show what happened because of the project
- case histories--for example, details about the "ordinary" patient or an ordinary work day in a project
- special conditions or an incident--something different that happened which explains the success or problems in the project

C. Tools and Techniques--How to do an evaluation

TIME: $1^1/_2$ hours

AIMS: By the end of this section participants will be able to:

1. Identify tools and techniques that can be used to do an evaluation following the team method.
2. Decide how to measure the success of a project.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Flip chart 17, "Always Measure Your Success".
3. Handout 3, "Team Method of Doing a Needs Assessment".
4. Handout 4, "How Do We Get a True Picture?
5. Handout 5, "Tools for Gathering Information".
6. Handout 7, "Ideas about Interviews and Informal Discussions".
7. Handout 26, "Evaluating Projects".

TRAINER OVERVIEW

First we review the tools and techniques of the team method. We look again at how we get a true picture and finish with a discussion about what is "success".

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Ask participants to look at point 4 on handout 26. Explain that we can use the same tools and techniques we used in the team needs assessment. Review handouts 3, 4 and 5. Points to cover:

1. Steps 1-5 of the team method apply to an evaluation.

2. We want to get the right information, from the right people and from enough people. We must carefully choose our tools, the questions we will ask and the sample of people we will contact so that we will get a true picture.

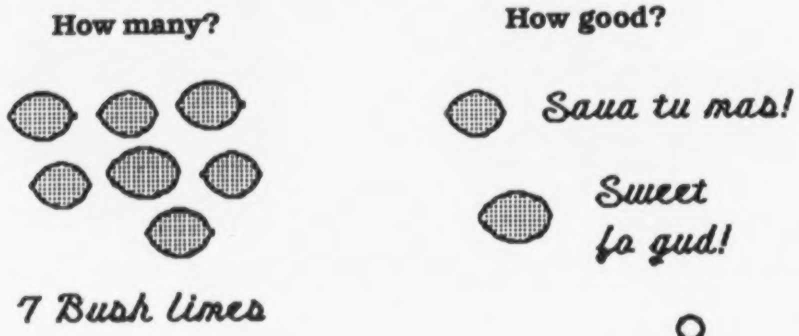
Step 3. Review and discuss flip chart 17.

Flip Chart 17

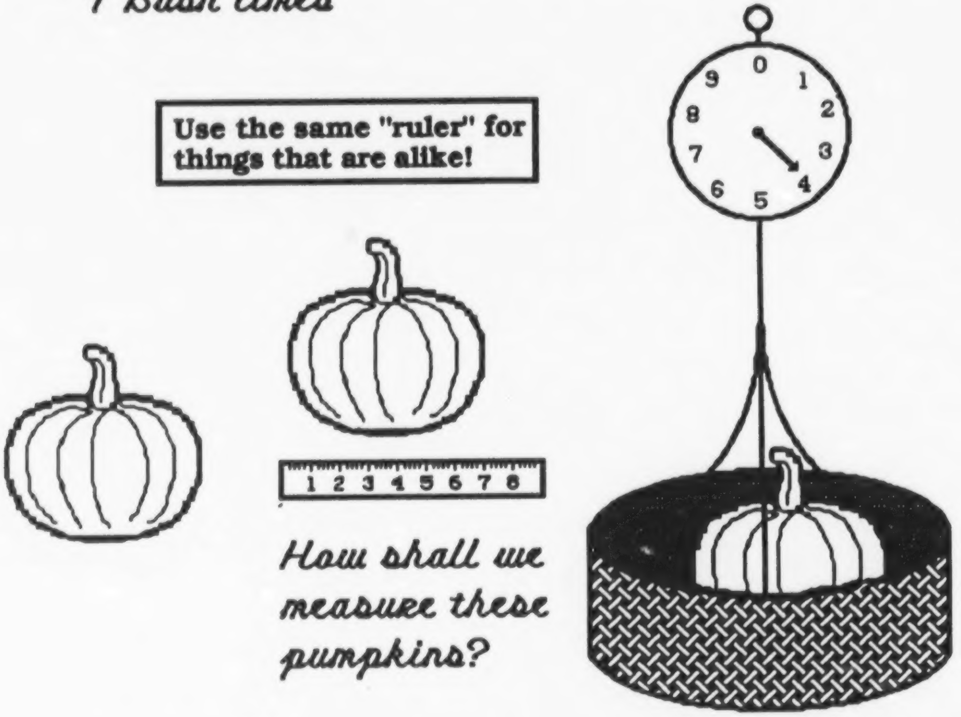
ALWAYS MEASURE YOUR SUCCESS

Quantity = How much was done?
How many were made?

Quality = How well was it done?


How many?
7 Bush limes
How good?
Saua tu mas!
Sweet fo gud!

Use the same "ruler" for things that are alike!


0
1
2
3
4
5
6
7
8
9
1 2 3 4 5 6 7 8
How shall we measure these pumpkins?

Points to cover:

1. In an evaluation, we usually want to look at two main things:

   - quantity
   - quality

2. It is easier to find out about quantity and harder to answer questions about quality.

3. Numbers or statistics don't always give a clear picture. We need them but must be careful how we use them and how they get used.

4. Evaluations cannot always give us the answers we need.

5. When we test or measure things, we want to use the same "ruler" for things that are alike. For example, we can't measure one melon with a tape and weigh another one and then compare the size of the two! We must weigh both or measure both first, then we can compare them.

6. We also want to use the same type of measure or "ruler"--all of our scales must measures in kilos or in pounds, not some in kilos and some in pounds. And we want our scale to be reliable--in good condition and accurate so that it always shows the right weight and our measure stays correct through the whole evaluation. We may have to check it at the end of every day or at the beginning of every week.

Step 4. Explain that we also want to make sure that we keep an open mind. We all "see" different things in what people say and in what we observe. We don't want to judge one project as bad or good because of our experiences with a different one.

Step 5. Ask participants to discuss what the words "success" and "failure" mean. Write participants' ideas on board and compare:

Success	Failure
good	bad
did what we planned	didn't do what we planned
did things right	made mistakes
good leader	bad leader
good management	bad management
good planning	bad planning
good idea	bad idea
good cooperation	bad cooperation
organized action	action not organized

Points to cover:

1. Is anything we do all good or all bad? If we look honestly and carefully at what we do, don't we find some good (success) and some bad (failure)?

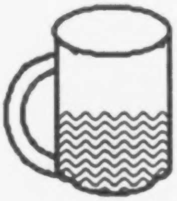
2. These examples may help us:

   In Brazil, there was a rural development program to improve agriculture, education and health in a community. It failed, mainly because of community council management. A year later, one of the organizers of the program went back to the community and found that some good things had happened in the community: people were using new medicines for malaria, *bellyrun* and some other sicknesses. Some people were still boiling drinking water and using their latrines. What seemed to be a total failure had some good results.

   In another community, there was a program to build latrines. They were built of bricks and had locks on the doors. Most of the houses did not have locks so people used the latrines as a safe place to store things like bicycles, outboard motors, etc. What was "successful" about this program? The latrines were built and everybody was happy to have them but did they use them to solve the problem of sanitation? We must be careful about saying a project is "successful".

3. When we look at the good or bad in a project, we can make the success or the failure seem more important. For example, if we go fishing and catch one fish, we can be unhappy that we only got one fish or we can be happy that we did get some fish.

   Is the glass half full or half empty?



Step 6. Ask participants to discuss this situation: The project objectives are clear. An evaluation team comes in and says they will measure success in a different way. Is this fair? What if the evaluation team has no choice?

D. Planning the Evaluation

TIME: 2 hours

AIMS: By the end of this section participants will be able to:

1. Plan and carry out the evaluation of a community project.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Blackboard and chalk.
2. Large pieces of paper and marking pens.
3. Handout 10, "Planning a Needs Assessment or Evaluation".
4. Handout 27, "Sample Evaluation Plan".

TRAINER OVERVIEW

We start by reviewing the main parts of a plan and then participants divide into teams to plan the practical in which they evaluate a project that is "finished".

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that we are again talking about a "plan". What have we said about a plan before? Review handout 10. Points to cover:

1. Explain that during the village practical we are not following the ideas about community participation because this is a training session and we do not have time to go to the village to plan the evaluation, etc.

2. Note that we should always review our methods when we finish an evaluation to decide if they were good. This is especially important when we are learning how to do evaluations or developing new ones so that we can improve.

Step 3. Divide participants into their teams. Give each team a large piece of paper and marking pens. They are to plan the evaluation they will do in the practical. Each team should spend about 1 hour doing a rough plan then come back to share the results.

Tell each team to write their project name with its aims and objectives at the top of the large sheet of paper and then write their plan following the points on handout 10.

Step 4. Have teams come back together. Ask each team to share its plan with the group. Discuss strong and weak points of each plan.

Step 5. Have the teams divide again and spend about 1 hour finishing their plans for the village practical and preparing their questions for the interviews. Write the following points on the board and ask teams to consider them as they complete their planning:

1. Is everybody clear about what they will do in the village? For example, who will let the chief know the team has arrived and find out if anyone from the community will join the team?
2. Does every member of the team have a part in the evaluation? Will everyone go to the village or will someone need to interview people in the provincial headquarters? Does everyone know what he/she will do?
3. Have they selected a mixed and balanced sample of people to talk to so that they will get a true picture?
4. Are they all satisfied with the questions they have decided to ask? Will they get a true picture of the project, how it was run, who it benefitted and if it was successful?
5. Some additional points to think about:
    - project goals and objectives may not be clear from the project documents
    - the project plan and action plan may not be written down
    - project documents may be missing and people we want to talk to may not be in the village when we arrive

    How can we handle these "problems"? Look at point 3 on handout 26.

Step 6. Review handout 27.

HANDOUT 27

SAMPLE EVALUATION PLAN

1. AIM (general idea)--What do we want to evaluate and why?

   We want to evaluate the southside water tank project. Why? Because we want to measure the success of the southside effort.

2 ACTION PLAN--How we plan to do the evaluation: Who will do what and at what time? What tools will be used?

Tools	**Team Member**
Reports & Records	**John R.**
Community Meetings	**Chief Bradley & John R.**
Observation	**Everyone**
Interviews & Discussions	**Everyone**

The evaluation team will include: Chief Bradley, John R. from Environmental Health and Wilson S., the headmaster. The evaluation will be carried out on 15 February.

3. Will it cost us anything?

   No. John R. is planning to visit Farawe Villj on that date.

4. Who do we report to and when?

   The school committee and the health division at the next school committee meeting on 26 February.

E. The Field Visit

TIME: 4-6 hours

AIMS: By the end of this section participants will be able to:

1. Carry out a project evaluation.
2. Prepare a report of findings for the village visited.

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.
2. Review project documents that participants will use in their practice evaluation.
3. Arrange lunches for participants while in villages.

MATERIALS:

1. Blackboard and chalk.
2. Copies of project documents for the practice evaluation.
3. Handout 26, "Evaluating Projects".

TRAINER OVERVIEW

Participants go out to a village for a "real" project evaluation. When they come back they finish their analysis of information and prepare a report of findings for the village. One of the teams presents its findings to the "community" (workshop participants).

PROCEDURE:

Step 1. Review AIMS of this section of the workshop with participants.

Step 2. Explain that we want to review any project records and reports that we can get before we go to look at the project and talk to people in the community. Give any project records or reports that you have been able to find to the teams and discuss.

Step 3. Go to village and do evaluation.

Step 4. After returning from the village practical, review and discuss handout 28. Then have the teams take about 1 hour to finish the analysis of information and prepare their reports. Each team must decide how its report will get back to the village it visited. Suggest that the teams select one of the people on the team take responsibility for reporting back to the village. Advise group that one of the teams will again be chosen to report back to the rest of the group who will act as the "community". Suggest that they look at point 6 on handout 26.

Step 5. Have the teams come back together and ask one of them to report to the "community" (group).

Step 6. Ask participants to discuss results of field trip. Some questions to talk about are:

1. What did participants think about the projects they evaluated? Were they "successful" or "unsuccessful"? Why?
2. What had they heard about the projects before going to the village and looking at the projects? Were their minds made up before they got there? Were they surprised?
3. What were the strong points and what were the weak points in the projects?
4. Could the "problems" have been avoided?
5. What did they learn about doing evaluations? How did they feel going into the villages? Did they feel ashamed asking questions? Had they planned their evaluation well? What would they not do again?

HANDOUT 28

SAMPLE EVALUATION REPORT

PROJECT NAME South Side Water Tank **DATE** 15 February

ACTIVITIES From Action Plan	SCHEDULE On Time?	LABOR See Work Sheet	MATLS & SUPPLIES See Work Sheet	COMMENTS
1. Collect sand & gravel	Yes	Yes	Yes	
2. Order mold, cement and other materials	Yes	Yes	Yes	
3. Transport mold and materials	No	Yes	Yes	Cement received late
4. Build Tank	No	Yes	Yes	Construction completed 18 Dec.
5. Maintenance	Yes	Yes	Yes	

NOTES:
1. Community participation was good.
2. Financial record keeping needs improvement.
3. Biggest problem was slow delivery of cement.
4. Decision on need for more storage (another tank) will have to wait until the dry season.

Part 6. Workshop Evaluation

TIME: 1 hour

AIMS: By the end of this section participants will:

1. Complete an evaluation of the workshop

PREPARATION:

1. Review TRAINER OVERVIEW and steps in PROCEDURE.

MATERIALS:

1. Flip chart 1, "Workshop Aims and Objectives".
2. Handout 29, "Workshop Evaluation".

TRAINER OVERVIEW

We need to measure the success of the workshop (our "project"). We can measure our success in many ways throughout the workshop--how well the problem-solving and planning exercises go, how well participants carry out the practicals, questions that come up, evaluation questionnaires, etc., and follow-up contacts after the workshop. Here we include an evaluation questionnaire to help us get some feedback that we can analyse along with the information we get from our other evaluation techniques.

PROCEDURE:

Step 1. Review flip chart 1 and explain that you are interested in finding out if the participants feel these objectives have been achieved.

Step 2. Distribute handout 29 and ask participants to complete the questions.

HANDOUT 29

WORKSHOP EVALUATION

1. Was the workshop:

too long ____ about right ____ too short _____ ?

2. Was the workshop:

too hard ____ about right ____ too easy _____ ?

3. What is the title of your post or position?

____

Would you recommend that other people in this job or position should be invited to attend this workshop?

Yes ______ No ______

4. Did the workshop achieve the following objectives:

a. Do you understand how extension workers and community leaders can work together as a team, and design and manage community projects?
Yes ______ No ______

b. Could you work in a team and help the community to do the following things:

- Find out what are the community's problems/needs and the causes of them? Yes ______ No ______
- Gather and sort out information about the needs/problems and causes? Yes ______ No ______
- Decide what problems/needs are most important (priorities)? Yes ______ No ______
- Make an action plan to solve the priority problem? Yes ______ No ______
- Prepare a budget? Yes ______ No ______
- Manage a project? Yes ______ No ______
- Evaluate a project? Yes ______ No ______

5. What part(s) of the workshop will help you the most in your work?

6. What part(s) of the workshop will not help you in your work?

7. How do you plan to use the new skills you have learned? Be as specific as possible.

8. Tick one for each teaching method:

	Very Good	Good	Not Good
a. Short lectures	_____	_____	_____
b. Team activities	_____	_____	_____
c. Action plays	_____	_____	_____
d. Village Practicals	_____	_____	_____
e. Handouts	_____	_____	_____
f. Work Sheets	_____	_____	_____

9. Tick one for each:

	Very Good	Good	Not Good
a. Travel	_____	_____	_____
b. Food	_____	_____	_____
c. Accommodation	_____	_____	_____
d. Social Program	_____	_____	_____
e. Other ____________	_____	_____	_____

10. Did the workshop meet your personal needs? Yes or No.
Please give any suggestions you have for improving the workshop.

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"Economic development...cannot be obtained by some form of magic produced by scientists, technicians, or economic planners. It can come only through a process of growth involving the education, organization, and discipline of the whole population."

E.F. Schumacher